Principal's message

In 2008 the school continued to place the needs of students first by providing quality teaching and learning programs. Educational, cultural, sporting and student welfare programs are provided for all students from Kindergarten to Year Six, by a dedicated and professional staff.

Guildford Public School strives to provide all students with a well-rounded and balanced education where student achievement is celebrated in a happy and safe environment. The parent community is supportive and integral to the educational process.

We are proud not only of the level of student achievement but also the quality of the programs that are available in areas such as technology, public speaking and debating, the performing arts and physical education.

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.

It gives me great pleasure to be able to present the Guildford Public School Annual Report for 2008 which summarises some of our priorities and achievements for last year.

I certify that 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 this year have participated in a newly formed initiative called Parents in Partnership. This group was established to provide an avenue for parents who were not comfortable with assisting in classrooms. They still wanted to take an active part in the school community that was not solely to do with fundraising. With the assistance of the Community Liaison Officer (CLO), a position funded through the Priority School Program, parents have met on a regular basis for 2 hours each week to create resources for use within the school.

They have replenished Count Me In Too resources for K – 2 and created a resource folder of activities for each of the Stage 2 and Stage 3 classes. In addition they have assisted with the covering of books for Home Reading and for Class Reading sets.

Workshops in Literacy and Numeracy have been held and an information session on NAPLAN was well attended.

This group has been an integral part of planning for Transition to Kindergarten activities and have assisted in the Playgroup sessions that formed a part of this program.

The Parents and Citizen’s Association started the year well and donated $7000 towards the cost of all children participating in the Sport in Schools program that ran very effectively in Term 2.

Parents have continued to volunteer to assist with school activities such as our very successful Multicultural Day that saw every culture from the school community represented, both by the cultural display in the hall and with food for the Multicultural lunch.

The school canteen continues to operate successfully with a focus on promoting healthy food choices. The canteen has contributed $1800 to buy 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 establish new rules for the canteen. We made posters for each class and displayed the rules outside the canteen. Our next job was fundraising. Bandana Day was very successful with students contributing.

Our Annual SRC Talent Quest was an achievement with huge audience turnouts. We had many items including singing, dancing, piano playing and even a clown.

Guildford Public School has also been very successful in academic achievements including high standards in the NAPLAN which replaced the Basic Skills test this year. There were also UNSW tests. Mathematics and English were compulsory while Computer Skills, Science and Spelling were optional.

PSSA results were fantastic this year. For the summer season, the Senior Boys Softball team and the Senior Cricket team were runners-up in the competition and the Junior Boys T-ball team won the premiership. Winter sports were also successful with the Junior Oz-Tag team taking out the premiership and the Junior Newcombe Ball team were runners-up. We also had our Annual Sport Carnivals in Swimming, Cross Country and Athletics.

The Dance Group and Choir were all involved in the ‘Magical Movie Moments’ production in “Our Spectacular” at the Sydney Opera House. We also held our Annual School Concert. The theme was “Movies and Musicals”. We had a sell-out for
the Evening Performance and a large turnout for the Matinee Performance.

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.

Bianca Thio & Franklin Xia - School Captains 2008

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

![Student enrolment profile graph]

Student attendance profile

![Student attendance profile graph]

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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 AQUA</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 FUSCHIA</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2 MAUVE</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1/2 MAUVE</td>
<td>1</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2 CRIMSON</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2 JADE</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4 AZURE</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>3/4 AZURE</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>3/4 BLACK</td>
<td>3</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3/4 BLACK</td>
<td>4</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3/4 ROSE</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4 ROSE</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4/5 BRONZE</td>
<td>5</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>4/5 BRONZE</td>
<td>4</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>5/6 BLUE</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5/6 BLUE</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6 MAROON</td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5/6 MAROON</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6TURQUOI</td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5/6TURQUOI</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>K INDIGO</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K PURPLE</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Part Time Teacher allocation</td>
<td>0.6</td>
</tr>
<tr>
<td>Priority School Funding Program</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Assistant Principal -Mentor</td>
<td>0.333</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>22.12</td>
</tr>
</tbody>
</table>
Staff retention
In 2008 the school retained 96% of permanent staff who had been working at the school in 2007. Three teachers were on maternity leave.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.3%.

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>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</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:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>211 075.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>148 849.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150 063.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>56 978.00</td>
</tr>
<tr>
<td>Interest</td>
<td>15 664.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14 222.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>596 851.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 19 817.00  |
| Excursions                 | 20 378.00  |
| Extracurricular dissections| 30 550.00  |
| Library                    | 5 131.00   |
| Training & development     | 9 761.00   |
| Tied funds                 | 172 664.00 |
| Casual relief teachers     | 40 001.00  |
| Administration & office    | 53 214.00  |
| School-operated canteen    | 0.00       |
| Utilities                  | 21 684.00  |
| Maintenance                | 25 003.00  |
| Trust accounts             | 13 250.00  |
| Capital programs           | 5 914.00   |
| **Total expenditure**      | 417 367.00 |
| **Balance carried forward**| 179 484.00 |

A full copy of the school's 2008 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 2008
During 2008 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

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 2008 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 “Magical Movie Moments” 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 “Magical Movie Moments”.
- Students also participated in the 2009 Western Sydney Environment Calendar Children’s art Competition.
- Students in Years 5 & 6 participated in “Children’s Commissioner for a Day” poster competition. Three students gained merit certificates and two students had their work published on the Children’s Commission website.
- Students in Years 3-6 participated in a multicultural creative writing competition organised by Holroyd City Council. A Year 6 student won first prize from all the entries received from schools within the Holroyd Council district.
- The whole school took part in ‘Sing’ nationwide music awareness initiative. The students sang and provided musical accompaniment to the performance.
• As part of our Multicultural Day celebrations, the whole school took part in a performance of “Down Under in Australia”. The students sang, did actions and provided musical accompaniment.

• Students again participated enthusiastically in the SRC organised annual talent quest. The contest held over two days, showcased dance, song, comedy and piano.

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

Sport
At Guildford Public School we promote a sense of fair play and ask our students to encourage each other and show good sportsmanship when playing sports and games. During 2008, our students at Guildford Public School have been encouraged to increase their physical activity levels through their involvement in a wide variety of programs.

All students from Kindergarten through to Year 6 participated in a fundamental skills program ran by Sports in Schools. This program ran for the 10 weeks of Term 2 and every child had 45 minutes of activity time each week, using plenty of equipment that the students had never before seen or used. The program was funded by the school and P&C contributions to ensure that all students had the opportunity to participate.

Students in Years 3 – 6 were again involved in the Auburn Primary Schools Sports Association (PSSA) competitions on Fridays. They also participated in swimming, cross country and athletics carnivals at a school, zone and area level.

Home Sport from K – 6 continued to develop the students’ fundamental skills and fitness levels in a friendly and safe environment, using modified games and specific skill practise.

Highlights from 2008 include:

• Students from K - 6 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.

• Sports in Schools program for all students K – 6 in Term 2 which ran for 45 minutes a week over 10 weeks.

• 106 students from years 2 – 6 participated in the annual ‘Learn to Swim’ program, run by the Department of Sport and Recreation.

• In PSSA, our Junior Boys Aus Tag and Boys T-Ball teams came 1st in the grand final.

• The Junior Newcombe Ball, Boys Softball, Girls T-Ball, Senior Cricket teams also played in the grand final.

• 2 students represented the Auburn Zone at the Sydney South West Area Swimming Carnival.

• 2 students received the Auburn Zone Champions for Cross Country, after being the highest placed runners from our zone at the Sydney South West Area Carnival.

• At the Auburn Zone Athletics Carnival, our school was awarded the Small Schools Percentage Shield.

• 45 students represented the school the District Athletics with five qualifying for the South Western Sydney Regional Athletics Carnival.

• Our students participated in clinics and gala days run by AFL, Cricket NSW and Parramatta NRL.

Premier’s Challenges
In 2008, the Premier’s Reading Challenge was a success again with a strong focus on the participation of Kindergarten and Year 1 students. With careful collaboration with the teacher librarian and the class teachers, it was suggested teachers read selected Premier’s Reading Challenge books during class time. More than 80% of students from each class returned their permission notes so they could participate in the challenge. In addition, Stage 2 and 3 classes were also given the chance to participate and several students attempted the challenge. All the students who handed in their completed reading log will be rewarded with a certificate of achievement from the Premier of NSW.
Student Welfare

In 2008 the school maintained a strong focus on student welfare. The detention program continues to allow students time to reflect on their behaviour and think about making appropriate decisions. Many parents have shown strong support for the school by discussing behaviour issues with their children, then working together with the teachers to assist students to improve their behaviour.

Anti-Bullying Program

All students K-6 participated in a structured anti-bullying program in the classroom in Term 1 2008. 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 2009.

Reading Recovery

The Reading Recovery program targets students in the early years needing intensive support to improve their reading ability. This program has greatly improved the reading levels of targeted Year 1 students who were assessed as not reaching grade average before joining the Reading Recovery program.

In-class Support Program

Specialist staff at Guildford have continued to work with classroom teachers to assist students in developing their literacy and numeracy skills. Two Support Teacher Learning (STL) teachers and two English as a Second Language (ESL) teachers, as well as a three day ESL/STL teacher have continued to implement the in-class support program which was set up in 2006. The program offered maximum support to all classrooms across the school by increasing the number of team teaching sessions in each class and increasing the number of students receiving support for their learning while teaching in context with classroom programs.

Holiday Reading is RAD

Holiday Reading is RAD is a PSP initiative designed to encourage students to read regularly during the summer holidays. The aim of the program is allow students to maintain or increase their reading levels in readiness for further progress to be made from the start of the next school year. In late 2007, students selected for the holiday reading program were tested to ascertain their reading level. After the holidays, students participating in the reading program were tested again to assess their reading level. The data collected showed that most students maintained or increased their reading level. As a result this program has proven beneficial and will continue in 2009.

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

![Percentage of students in bands: Year 3 reading](chart)

- **Percentage in band**
- **School average 2005 - 2007**
- **LSG average 2008**
- **State average 2008**
Percentage of students in bands:

Year 3 spelling

Year 3 grammar and punctuation

Year 3 writing

Year 3 numeracy

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Percentage of students in bands:

Year 5 reading

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Year 5 writing

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Year 5 spelling

Band
- Percentage in band
- LSG average 2008
- State average 2008

Year 5 grammar and punctuation

Band
- Percentage in band
- LSG average 2008
- State average 2008
These Year 6 students were successful in 2008 in gaining places in Selective High Schools for 2009.

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.
Merrylands High School. This event held every second year always draws an incredible response from the whole-school community. This year we also had a large cultural display of student work, projects, paintings and artefacts across many cultures. The display in the school hall was of a very high standard and emphasised our students’ pride as Australians as we celebrated our multicultural links.

In 2008 our Anti-Bullying Program across all classes supported anti-racism education. All teachers emphasise daily a positive and culturally inclusive learning environment. 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
- Multicultural Food Fair and Entertainment Day
- Weekly assemblies
- Student Representative Council Meetings
- K-6 Annual School Concert
- Public Speaking and Debating
- Opera House ‘Magical Movie Moments’ Our Spectacular district concert
- Annual Presentation Assembly
- Education Week and Book Week
- Student Fund raising

Respect and responsibility

In 2008 Guildford PS revised the student welfare and discipline code, emphasising the importance of self discipline and responsibility for one’s actions. As a whole school, we have clearly articulated expectations for student behaviour that value both rights and responsibilities.

In Term 2 we adopted Soren Bennick’s “The Power of One” anti bullying philosophy. This was initiated by a powerful in-school performance for all the students in the hall. 377 students from Kindergarten to Year 6 then signed the agreement: I will not bully others. I will not stand by while others are bullied. I will report bullying whenever I see it...because I have the Power of One.

Student leadership has also been a focus across the school, with special emphasis on Stage 3 students. Our Student Leadership Team attended the Young Leaders Day, held at Homebush stadium, and exercised their formal responsibilities throughout the year.

In term 4 all students participated in “The Ned Show” which was an innovative yoyo demonstration with a strong student theme aimed at reinforcing student respect and cooperation.

Other programs

Priority Schools Program

This is the school’s fourth 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.

The school participated in the Priority School Program parent survey in early 2008. All families from Kindergarten to Year 3 were surveyed to ascertain whether we would continue being funded on the program in the future. As a result we were selected to remain on the program for the next period of four years.
Progress on 2008 targets

Target 1

To develop students’ comprehension skills and further develop their knowledge through incorporating strong talking and listening activities linked to writing across all Key Learning Areas.

Our achievements include:

• Teachers have an extended literary session in classroom timetables in line with the NSW State Literacy Strategy.

• Teachers collaboratively planned stage based talking and listening activities, liking them with vocabulary enrichment and writing activities.

• Reading is RAD holiday reading program was successful with all students who participated maintaining or improving their reading levels over the summer vacation period.

• All staff were involved in ‘Literacy on Track’ project which involved professional development to design and implement quality classroom assessing, planning, teaching and monitoring strategies in the K – 6 years. This has resulted in effective stage planning and monitoring processes being established to inform the teaching and learning cycle and further develop quality classroom planning.

• Improved student achievement in comprehension assessment tasks and running records, with the minimum of 5% improvement being achieved across the school from Term 2 to Term 4.

• Improvement was also evident in the NAPLAN results with 80% of students achieving above minimum standard.

Target 2

To improve student outcomes in all areas of Mathematics (5 strands and related working mathematically outcomes), as well improving students’ use and understanding of mathematical language.

Our achievements include:

• 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.

• Talking and listening activities are integral part of all Mathematics lessons and teachers are including maths words in their weekly spelling list.

• All students from 3-6 were given an opportunity to participate in the UNSW Mathematics competition.

• Stage 2 and 3 conducted graded Mathematics groups. These were supported by STLA and other support staff.

• Stage 3 students participated in an extension Mathematics program at Merrylands High.

• Newly appointed and beginning teachers were provided with CMIT training and development to enable them to teach practical maths lessons more effectively. All classes Early Stage 1, Stage 1 and Stage 2 implemented CMIT.

• Stage teams are working collaboratively to develop an assessment rubric for all strands of Mathematics. Stage teams collaboratively developed work samples for each strand and teachers moderated samples and shared in professional dialogue to ensure consistency of teacher judgement.

• Teachers are regularly providing problem solving activities during class and for homework.

Target 3

To increase community participation in the school so as to provide ongoing support for student welfare programs.

Our Achievements include:

• Increased community participation with Parents in Partnership initiative developed through the support of a Community Liaison Officer (CLO).

• Stronger home/school communication was enhanced through requesting each semester for updated parent home and work contact details.

• Parent helpers involved in RAD.

• All community groups were represented in a very successful Multicultural Food Fair and Entertainment day. Entertainment also included local high school groups.

• Pleasing attendance was noted at the parent workshops covering, literacy, numeracy and NAPLAN.

• The phone register supported student attendance as calls were made home to query extended absences.

• There was a huge increase in parents completing the exemption from school
forms when planning overseas holidays that impact on the school term.

- The school based suspension warning system was used frequently by the principal. This allowed parents to be more aware of behavioural issues which could lead to suspension.

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 2008 our school carried out evaluations of Learning and Human Society and Its Environment.

Educational and management practice

Learning 2008

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 2008, we have selected to evaluate “Learning” which looks at how the school has involved staff, students and parents in decisions about learning programs, how the school set its priorities and targets to improve school performance.

Surveys were completed by parents, teachers and students (3-6). The tool, School Map, developed by the Department of Education was used in formulating the surveys. There were 177 parent responses, 21 teacher responses and 196 student responses.

Findings and conclusions

Overall, the results of the survey were positive.

- 86% of the parents and 82% of the staff believe that the school communicates effectively with parents about their child’s learning.
- 96% of the parents and 90% of the students believe that the school expects children to achieve their full potential.
- 85% of the staff believes that their teaching strategies are supported by critical reflection and an understanding of effective practice and current research.
- 75% of the staff and 70% of the students believe that the school encourages students to take risks as part of their learning.
- 96% of the staff believe that the school supports on-going professional growth by providing access to a variety of training and development activities.
- 76% of the staff and 64% of the students believe that students are encouraged to reflect on their learning and engage in self-assessment.

Future directions

Where possible, teachers will incorporate best practice in the modern learning environment through the use of Interactive Communication and Technology. Through the use of Interactive Whiteboards across five classrooms in 2009 and more in following years, student learning outcomes will be improved.

Student learning outcomes will be enhanced by stage collaborative planning of teaching programs. These programs will actively encourage students to take risks and reflect on their learning.

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 be encouraged to critically reflect on their teaching practices and engage in professional growth through teacher professional learning activities, workshops and Quality Teaching courses.

Curriculum

Human Society & Its Environment.

Background

This year the school evaluated the Human Society & Its Environment (H.S.I.E.) syllabus. This evaluation occurred in response to staff questions about the current scope and sequence and it’s overall relevance.

Surveys were completed by teachers, parents and students (2-6). The tool, School Map, developed by the Department of Education was used in formulating the surveys. A total of 172 parent responses, 21 teacher responses and 223 student responses were returned and reviewed.

Findings and conclusions

- 94% of teachers are confident that they have a sound knowledge of the H.S.I.E. syllabus.
- 95% of teachers are aware of and use the school’s scope and sequence to plan H.S.I.E. teaching and learning programs.
- 82% of parents and 100% of teachers believe that the school allocates an
appropriate amount of time to the teaching of H.S.I.E.

- 80% of the teachers feel there is a need for the school to review the choice of units so that the content reflects the needs of the students at Guildford P.S.
- 84% of the parents believe that their child is given positive and stimulating learning experiences in H.S.I.E.
- 73% of students enjoy participating in H.S.I.E. activities
- 83% of students believe that H.S.I.E. is important for them to acquire information and participate in social and civic life.

Future directions
The school staff will cooperatively plan stage programs to promote stimulating, syllabus driven, learning experiences for all students.

The school’s executive will review stage programs and class timetables to ensure that H.S.I.E. is receiving the appropriate amount of time to fulfill students’ needs and the syllabus expectations.

The school staff will review and amend the school’s scope and sequence for H.S.I.E early in 2009 so that students will develop knowledge and essential understandings about Australia’s history and geography. There will also be a stronger emphasis on the social, cultural, economic and political lives of Australians.

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 2008 focused strongly on, Quality Teaching and our major target areas of Literacy and Numeracy. 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 $1090.

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.

A major Professional Learning opportunity for all teaching staff was through Literacy on Track. This was additional Professional Learning funded through the Priority Schools Program (PSP). All teachers graduated and were awarded a certificate of participation in the project.

School development 2009 – 2011

Targets for 2009

Target 1
Improved numeracy outcomes for all students to the following standards:

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

At least 85% of students achieving at or above minimum standard in NAPLAN numeracy

At least 8% of students achieving the highest band in NAPLAN numeracy

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

Strategies to achieve this target include:

- Purchase additional concrete materials to support hands on approach to mathematics.
- All classes Early Stage 1, Stage 1 and Stage 2 to implement CMIT. Provide CMIT training and development to newly appointed and beginning teachers.
- We will continue Stage 2 and Stage 3 maths groups to further enhance maths skills development at the students’ appropriate levels.
- 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.
- Use of interactive whiteboards to engage students in numeracy learning.
- Ensure all teachers have access to a fully operational computer to support Quality Teaching of Mathematics.
- 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 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:*

2.1 At least 60% of students achieving stage exit outcomes in English
2.2 At least 95% of students achieving at or above minimum standard in NAPLAN literacy
2.3 At least 8% of students achieving the highest bands
2.4 At least 65% of students achieving or exceeding state average growth.

Strategies to achieve this target include:

- Professional development and consultancy to assist teachers to develop literacy strategies including text appropriate language use and understanding across all Key Learning Areas.
- All classes to receive support either from a support teacher or learning support officer during the daily extended literacy session at least 4 times per week.
- Replenish, increase and organise resources for the teaching of reading and writing by purchasing more age appropriate Big Books, levelled readers and computer software and relocating all literacy resources in one accessible location.
- Implement the Accelerated Literacy Teaching Strategies include.
- Implement *Best Start* program to identify literacy learning that children bring to school and to use this information to plan and develop Quality Teaching in Literacy.
- Be a member of Our Learning Community with other local schools, implementing a value’s based approach to literacy teaching and learning.
- Introduction of Interactive Whiteboards to Stage 3 classrooms and the training of staff in their operation.

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 3 classrooms.
- Quality teaching and learning programs for literacy.
- Reading and writing resources will be accessible from one central location.

**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 25%. 75% of students receiving good behaviour awards;
3.3 Teaching and Learning informed by aligned, quality criteria assessment tasks in each stage each semester; 50% of students can identify purpose for learning;
3.4 All students receive and understand criteria and feedback for all learning assessments;

Strategies to achieve this target include:

- Students’ daily attendance will be monitored at a high level through contacting parents, awards for good attendance and reminders in school newsletters etc.
- The Positive Behavioural Interventions and Supports (PBIS) will be implemented across the whole school.
- The ‘Cooling Conflicts’ Program will be implemented across Stage 3.
• Staff will use NAPLAN/SMART data to identify areas of focus, assessment and programming.
• A 3 Way Teacher/Parent/Student interview system will be incorporated to promote positive student engagement and enhanced student understanding of the purpose and process of their learning.

Our success will be measured by:
• Actual percentage of student attendance improvement.
• The impact of the PBIS team on school based process.
• Actual percentage reduction in detentions, suspension warnings and suspensions.
• Parents/carers will report effective relationships with the school through surveys, comments and interviews.
• Staff confidence in using SMART data.
• The degree NAPLAN results are analysed and effective processes are implemented to inform Teaching and Learning.
• Quality teaching processes will be clearly evident in teacher programs and reflected in student assessment tasks across all stages.
• Percentage increase in parents attending interviews and the success of the 3 Way teacher/parent/student interview process.
• Actual percentage of students who can clearly articulate the purpose of learning.

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.

Mr Peter Lawless              Principal
Ms Patricia Walpole          Assistant Principal
Mrs Dot Hemming             Assistant Principal
                                             (Relieving)
Mr Raymond Bennett          Assistant Principal
Ms Alisha Smith                 Teacher RFF
Mary Mendoza                   Community Member
Anoma Wijesurendra         Community Member

School contact information
Guildford Public School
Apia Street Guildford 2161
Phone: 9632 9675
Fax: 9892 1325:
E-mail: Guildford-p.school@det.nsw.edu.au
School code: 2093

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: