Principal’s message

2011 was certainly another busy and productive year at Guildford Public School, with many areas of significant achievement across the whole school community.

Perhaps the highlight of the year was the official opening of our newly constructed classroom block which was the result of the Building Educational Revolution. Accommodating six modern classrooms with 21st century technology, everyone was excited with the new look of Guildford Public School. The building was opened in June by Jason Clare Member of Parliament and Member for Blaxland at a whole school community ceremony and assembly.

In 2011 we continued to place a strong focus on the individual needs of every student. An emphasis on improving student outcomes across the whole school was supported by on-going quality teaching initiatives, explicit productive pedagogy and on-going professional development of all staff.

Another significant highlight of 2011 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 “Sensational Seventies” at the Sydney Opera House.

I congratulate the staff on their commitment and professional achievements throughout 2011. With the support of the community we have maintained our rigorous concentration on improving educational outcomes for every student.

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.

Mr Peter Lawless

P & C and/or School Council message

Parents have been continually involved in events at the school through participation in the Parents in Partnership group which meets each Thursday morning. This initiative provides an opportunity for parents to be actively involved in a variety of aspects of their children’s school education.

During 2011 parents attended workshops on Reading, Computers, and Mathematics to assist them with updating their skills so they could be more able to help with their child’s homework. Some of these workshops attracted over 35 people who then sought more information from the presenters at different times.

In addition the group assisted with making resources: cutting, pasting, preparing playdough for use in classrooms throughout the school. This was much appreciated by the teachers. The group played an important role during the Transition to School program, meeting and talking to new parents.

Fundraising was also conducted by this group which held successful Mother’s and Father’s Day stalls and Christmas and Easter hampers. These activities were enjoyed by the students.

The school canteen continues to operate successfully with an improved selection of food to assist in developing healthy food habits. The canteen has contributed towards resources for the school.

Joumana Elhaj
Aleluia Rees
Parents in Partnership Representatives
Student representative’s message

This year the Student Representative Council held weekly meetings. One of the first things we did was organise fundraisers for the New Zealand earthquake and Queensland floods. We also organised a disco to encourage school spirit.

Our SRC organised auditions for students K-6 to perform for the school. This was a great achievement for all those people who performed at our weekly assemblies. We had several performances that included piano playing, violin, recorder and dancing.

Guildford Public School has had a very successful year in debating, state spelling bee, public speaking and academic achievements including NAPLAN. There were many students who participated in the UNSW competition tests, in English, Mathematics, Computer, Spelling and Science. Many students gained excellent results, including high distinctions.

PSSA finals were great this year! For summer sports the boys’ softball and girls’ T-ball made it to the semi-finals. Unfortunately it was washed out and the teams did not continue further. Winter sports were very successful. The Junior Newcombe Ball teams, Junior Soccer and Senior Oz-tag all made it to the Grand Finals. The Junior Newcombe team won the Grand Final. The other teams played very well but were not successful. We also had our annual sports carnivals in swimming, cross-country and athletics.

The dance group and choir were all included in the ‘Sensational Seventies’ production for Our Spectacular at Sydney Opera House. We also held our annual school concert. The theme was ‘Australiana’. The matinee and evening performances were sold out. Everyone enjoyed the concert. We hope that all students in K-6 always continue to do their very best and strive for their goals in life.

William Mendoza and Aida Mesanovic
School prefects and SRC representatives 2011.

Student information
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 for longer durations.

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 BANKSIA</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K DAISY</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K LILLY PILLY</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 COOKTOWN ORCHID</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 FLANNEL FLOWER</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2PERSOONIA</td>
<td>1</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>1/2PERSOONIA</td>
<td>2</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>2 ACACIA</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 KANGAROO PAW</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3 BLUEBELL</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4 EUCALYPTUS</td>
<td>3</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>3/4 EUCALYPTUS</td>
<td>4</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>4 ROSE</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4/5 CASSIA</td>
<td>4</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>4/5 CASSIA</td>
<td>5</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5 WOLLEMI PINE</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6 CORREA</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6 WARATAH</td>
<td>6</td>
<td>26</td>
<td>26</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.

Teacher qualifications

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

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.8</strong></td>
</tr>
</tbody>
</table>

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

In 2011 there were no Indigenous staff working at Guildford Public School.

**Staff retention**

Over 90% of the 2010 teaching staff continued working at the school in 2011. One Assistant Principal retired, while another teacher commenced maternity leave. Two teachers received transfers to other schools. Most temporary positions were maintained.

**Financial summary**

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

Global funds are received by all schools and are based on a formula around the number of students in the school. These funds are used to support the basic functioning of the school and cover utilities (water, electricity, gas etc), casual salaries and administrative costs.

Tied funds are used specifically to support certain initiatives. These funds have been determined externally by the Department of School and Community and include Student Assistance Scheme, Special Education, Computer Coordinators Allowance, Teacher Professional Learning, and Priority Schools Funding Program.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$198,359.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>$181,665.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$122,616.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$53,928.84</td>
</tr>
<tr>
<td>Interest</td>
<td>$10,340.22</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>$17,054.19</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$583,965.23</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                   |            |
| Teaching & learning               |            |
| Key learning areas                | $18,563.50 |
| Excursions                        | $35,276.56 |
| Extra-curricular dissections      | $17,888.21 |
| Library                           | $4,955.44  |
| Training & development            | $0.00      |
| Tied funds                        | $118,571.78|
| Casual relief teachers            | $45,426.11 |
| Administration & office           | $53,448.69 |
| School-operated canteen           | $0.00      |
| Utilities                         | $38,156.45 |
| Maintenance                       | $12,035.63 |
| Trust accounts                    | $14,066.88 |
| Capital programs                  | $39,057.01 |
| **Total Expenditure**             | **$397,446.26** |
| **Balance carried forward**       | **$186,518.97** |

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**

**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 2011 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 ‘Sensational Seventies’ theme with enthusiasm and confidence.

• Twenty four 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 “Sensational Seventies”.

• Students participated enthusiastically in the SRC assembly performances. Students showcased their dance, violin and piano skills.

• The senior dance group and the choir performed at the Granville/Strathfield Districts debating final.

• Four students participated in the Granville/Strathfield Multicultural Public Speaking competition. One student received Highly Commended in the Stage 2 division and one student received Highly Commended in the Stage 3 division.

• All classes designed a banner using various Visual Art skills. These depicted an Australiana theme and are now proudly displayed in the office foyer.

• Students from all classes took part in ‘Music Count Us In’ nationwide music awareness initiative. All students led by the school choir performed the song for teachers and parents at a special assembly.

• After school art classes were held for Stage 2 & Stage 3 students. These were conducted by the Holroyd Family Support Group. Students had the opportunity to learn various art and craft skills.

• This year our annual K-6 Concert saw every class across the school perform outstanding dance, drama and song routines to our theme ‘Australiana’. Costuming again was a strong feature and performances highlighted lots of well-known songs and Australian themes. Parent support and large community attendance was particularly evident, especially for our evening performance, and appreciated by all involved.
A group of students from the school choir performed at the Merrylands ‘Carols in the Park’.

**Sport**

During 2011, 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 practice, where students are given the opportunity to achieve in a safe and friendly environment.

Achievements in 2011 include:

- 5 students qualified to represent Guildford Public School at the Auburn Zone Swimming Carnival.
- 1 student was a member of the Auburn Zone Swimming Squad competing at the Sydney West Area Swimming Carnival.
- 3 boys were members of the Auburn Zone Softball Team.
- Students from K – 6 participated in the Jump Rope for Heart program, which involved skipping being incorporated strongly into home sport programs.
- In PSSA, our Junior Newcombe Ball team came 1st in the grand final, while the Senior Oz Tag team and Junior Soccer team were runners-up.
- Junior and Senior Newcombe Ball, Senior Oz Tag, Boys Tee Ball, Senior Softball and the Junior Soccer team played in the semi-finals.
- 7 students represented the Auburn Zone at the Sydney West Area Cross Country Carnival.
- 39 Students qualified to represent Guildford Public School at the Auburn Zone Athletics Carnival.
- At the Auburn Zone Athletics Carnival, Guildford Public School was awarded 8th place overall.
- 10 students represented the Auburn Zone at the Sydney West Area Athletics Carnival in a variety of events.
- 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 Cricket NSW and Parramatta Rugby League.

Other

Support Programs
All classes received about 3 hours a week of specialist teacher support during 2011. This support was focused on improving literacy and numeracy standards of all students. Specialist teachers included ESL (English as a Second Language), Support Teacher Learning and Community Languages. In addition, most classes received support from a Learning Support Officer during the daily literacy session. The Community Language Teacher (Arabic) also withdrew Arabic speaking students to develop literacy and numeracy skills in their first language.

Community Programs
Through an initiative of the St Vincent de Paul Society, refugee students were involved in a homework assistance program called ‘SPARKS’. Each week a group of approximately twenty volunteers visited the school for an hour after school to provide individual mentoring and support. A special treat performance was included at the conclusion of each term. Students were actively engaged and delighted in being part of this special program.

Another program with a similar name is run by the Australian Business Community Network (ABCN). The Spark Program links mentors from the Commonwealth Bank with readers who could benefit from one-to-one assistance. This was our fourth year with ABCN. In 2011 we targeted students in Year 4. The mentors visited weekly for a whole term supporting and encouraging students. The photograph below of students and their mentor and the teacher coordinator was taken at the graduating ceremony.

Excursions/Incursions
Dance to be Fit ran for 10 weeks in term 3 for all students one hour per week at school. Each stage experienced one excursion related to HSIE and Science topics.
Early Stage 1 Calmsley Hill Farm;
Stage 1 Bicentennial Park to study insects and different environments;
Stage 2 Field of Mars to enhance understanding of forest environments;
Stage 3 Excursion to Canberra and the Snowy Mountains over 3 days as part of their study on the Australian Government.

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)
Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Numeracy

Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Average progress in Spelling between Year 3 and 5
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.

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

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

Significant programs and initiatives

Aboriginal education

A small number of Aboriginal students (1%) are enrolled in Guildford Public School. The school aims to program and integrate Aboriginal cross-curriculum content into units of work in literacy and HSIE. This provides students with the opportunity to develop a deeper understanding of Aboriginal histories and culture. Aboriginal perspectives are also included in all aspects of school policies and programs. Aboriginal students are encouraged and motivated to participate in all school areas to ensure they receive equal access to education and resources. Personalised Learning Plans (PLP) are created where appropriate to support student outcomes.

Multicultural education

91% 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.

Guildford Public School offers culturally inclusive teaching practices which 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.

Refugee students received extra support through the SPARKs (St Vincent De Paul assisting refugee kids) program. Students went weekly to a homework program where each student had a volunteer tutor. This helped to improve student confidence, as well as assist them to complete homework tasks.

Priority Schools Funding Program

2011 was the school’s seventh 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;
• Three Teachers Aide Special were employed to assist teachers in supporting students having difficulties in literacy and numeracy;
• the additional staffing allocation of 0.5 allowed us to dedicate extra teaching support time in literacy and numeracy across all classrooms K-6;
• funding additional teacher time to support literacy and numeracy programs across the school.

National Partnership Programs
During 2010 a rigorous situational analysis of our school was undertaken. This was part of the preparation for National Partnerships program 2012 – 2014.

The following conclusions were reached:

• There were a variety of outcomes identified in NAPLAN as being areas for development.
• Staff need to develop a deeper understanding of how to analyse and program using SMART data to ensure explicit targeting of student learning needs.
• To further increase student engagement there is a need to raise expectations of literacy and numeracy programming including differentiation and developing quality tasks.
• Teachers need to develop and utilise effective student feedback strategies.
• There is a need to develop explicit, quality criteria for assessment tasks so that teachers know what outcomes they are assessing and in turn, students know what they are learning and can reflect on their progress.
• While the school is well resourced in ICT, particularly with interactive whiteboards, there needs to be further strategic resourcing and targeted professional learning to ensure that staff apply this technology to engage students and enhance learning outcomes.
• To enhance home-school partnerships the school needs to formalise structures to further involve parents in the support and understanding of student learning.
• There is a need to ensure that literacy and numeracy programs and practices are explicit, integrated and balanced. This will ensure consistency of quality teaching.
• The school needs to further develop leadership at all levels to build the capacity of staff to collaboratively work together for improved outcomes. The school’s leadership team needs to further build capacity to ensure quality teaching occurs throughout the school.
• In order to streamline and enhance student readiness for school there is a need to increase the capacity of the school to work with outside agencies and form links with parents of students with limited or no pre-school experience.

Positive Behaviour Intervention Support (PBIS)
Positive Behaviour Intervention and Support (PBIS) initiative that supports the existing student welfare policy, continued to be a focus in 2011. The four rules Safe, Respectful, Responsible and Learners were promoted through a series of lessons. These lessons covered the four rules in depth and where delivered across the whole school.

In addition K-6 students participated in a structured anti-bullying program in Term One. Each class program was appropriate to the grade and stage level of the students. The anti-bullying
program will be aligned with the PBIS lessons in 2012. All teachers will continue to further develop students’ understanding of bullying, assertiveness strategies and our school rules.

This year we introduced a new positive reinforcement program called ‘Guildford Stars’. Students were awarded the Guildford Stars for good or improved work. They were encouraged to collect multiples of ten certificates in order to receive a Super Star award. Students also gained recognition at the weekly assemblies and have their photo displayed in the office foyer.

**Connected learning**

Every student has had regular access to a range of computer technologies throughout 2011. Students have been engaged learners in developing skills related to email, internet usage, blogging and research while staff have been developing their own skills through a variety of professional development activities. There has been a regular occurrence of students using their own time to complete activities. Students have been developing creative skills through the use of programs such as “Kerpoof” and “Google SketchUp”. Students have also enjoyed using “Studyladder” to extend and consolidate mathematical concepts throughout the year in their classrooms.

An emphasis has been placed on developing student awareness about the safe and respectful use of the internet which included a visit from a local police officer to talk about cyber bullying.

There are now 16 Interactive Whiteboards in the School and all are being used regularly to enhance student learning. Easy speak microphones have been purchased to assist students in making oral notes about excursions and develop talking and listening skills. Laptops have been purchased and are being used in reading groups to give students further exposure to technology and its uses in a range of settings.

**Progress on 2011 targets**

**Target 1**

**75% of students achieving stage exit outcomes in Mathematics**

**100 % of students achieving at or above minimum standard in NAPLAN numeracy**

**60% of Year 3 and 40% of Year 5 students achieving at proficiency level NAPLAN numeracy**

**100% of students achieving or exceeding state average growth**

Our achievements include:

- 98% of students in Year 3 and 93% of students in Year 5 achieved at or above minimum standard in NAPLAN Numeracy.
- 34% of students in Year 3 and 20% of students in Year 5 achieved the highest bands in NAPLAN numeracy.
- 51% of students achieved or exceeded state average growth in NAPLAN numeracy.
- Stage 2 and 3 participated in professional development with a Mathematics consultant. The support focused on creating quality programs and utilising resources with the focus to improve student outcomes in the measurement strand of Mathematics. Teachers were involved in demonstration lessons and team teaching situations. The program was effective as many teachers gained new strategies and skills in teaching practical mathematics.
- Quality teaching of Mathematics has been enhanced through the continuation of a hands-on approach. Visual aids and concrete materials are used to support the teaching of all concepts.
- Kindergarten and Stage 1 teachers implemented the Best Start assessment program to identify numeracy learning and
used this information to plan, track student progress and develop Quality Teaching numeracy activities.

- In Semester 2, a Stage 1 teacher facilitated the implementation of the Targeted Early Numeracy Program (TEN) which involved training teachers K-2. Teachers used the information gained from continual assessment schedule to plan and teach short sharp frequent lessons that were based on the specific needs of their students.

- A group of teachers across K-6 worked collaboratively with a Numeracy consultant to create and implement a school action plan in relation to the Leading Mathematics Learning Initiative. The team presented professional development sessions for all staff about the Numeracy continuum. This focused on strengthening the delivery of the Mathematics Syllabus in particular the Multiplication and Division aspect.

- Year 5 teachers worked in collaboration with teachers from Granville South High School in the implementation of a numeracy program. Year 6 teachers also taught the program which extended many Stage 3 students.

- This year a select group of Stage 3 students participated in extension lessons in Mathematics at Merrylands High. This helped further develop their mathematical skills and improved their confidence.

- All classes in K-6 utilised School Learning Support Officers during Numeracy sessions for three school terms.

- Interactive whiteboards are used extensively in Stage 1-3 classrooms to enhance learning in numeracy sessions.

- All class teachers K-6 implemented daily explicit Mathematics sessions for at least an hour.

**Target 2**

75% of students achieving stage exit outcomes in English

100% of students achieving at or above minimum standard in NAPLAN literacy

60% of Year 3 and 40% of Year 5 students achieving at proficiency level NAPLAN literacy

100% of students achieving or exceeding state average growth

100% of students achieving or exceeding state average growth

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

Our achievements include:

- 98% of Year 3 students and 95% of Year 5 students achieved at or above minimum standards in NAPLAN Literacy.

- 51% of students in Year 3 and 30% of Year 5 achieved the highest bands in NAPLAN Literacy.

- 57% of Kindergarten students achieved Reading level of 8 or above.

- All staff worked in stage teams, planned and implemented effective and engaging Quality Teaching Programs to maintain consistent teacher judgement across Literacy strands.

- The ‘Supporting Students to Comprehend Beyond the Literal’ program is used by all staff across K-6. Teachers continued to use the six key strategies to support students’ comprehension skills.

- The Best Start program continued in Early Stage 1 and Stage 1 and identified literacy learning that students bring to school. Staff used this information to develop quality teaching in Literacy in Early Stage 1 and Stage 1. All staff have had professional development and consultancy support to assist teachers with the implementation of Best Start.

- All classes in K-6 received support throughout the year during Literacy sessions. Learning Support Officers were utilised offering in class support on a weekly basis for three school terms.
• Interactive whiteboards are used in Stage 2 and Stage 3 classrooms to enhance learning in classrooms. Staff are familiar with a variety of on line resources which allow students to be engaged during literacy sessions.

Target 3

**Student attendance will continue to exceed state and regional averages**

**Decrease in number of incidents of student bullying by 100%**

**85% - 90% of students receiving good behaviour awards**

**T&L informed by aligned, quality criteria assessment tasks in each stage. 95% of all students can identify purpose for learning**

**All students participate in self assessment and setting their learning goals**

Our achievements include:

• Above state and regional attendance levels across whole school (95.3%).

• Seventeen students were awarded an attendance certificate for perfect attendance at the annual presentation assembly.

• A 50% decline in suspensions during the year was credited to our strong focus on the Positive Behavioral and Supports (PBIS) initiative.

• PBIS units of work focusing on the various components of the initiative were taught across all classes K-6.

• All staff were engaged in NAPLAN/SMART data analysis to identify whole school trends as well as individual student performance.

• There was an increase in the number of parents and students attending the 3 Way Teacher/Parent/Student Interview evening. 72% of parents attended in 2011 compared with 64% of 2010.

• Growing awareness from teachers through professional development and from teachers of the importance of providing constructive and appropriate feedback to all students.

• Over the duration of the year, 82% of students K-6 presented good or improved work to the principal for positive reinforcement. Students were also acknowledged in the fortnightly newsletters and on the school’s website.

**Key evaluations**

**Educational and management practice**

**Leadership**

**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 part of the National Partnership Situational Analysis, this year the school evaluated Leadership. 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.

**Findings and conclusions**

Overall, the results of the survey were positive.

• 100% of teachers and 100% of parents believe that school leaders model commitment to school improvement.

• 100% of parents believe that school leaders provide a stimulating and challenging environment for all students.

• 98% of parents believe that school leaders make them feel welcomed and take their concerns seriously.

• 93% of teachers believe that school leaders demonstrate an interest in and accountability for student learning outcomes.
• 92% of students believe that school leaders expect them to do their best and achieve good results in all Key Learning Areas.

• 88% of teachers and 93% of parents believe that school leaders encourage community members to participate in important decision making school committees.

Future directions

School leaders will continue to engage in professional learning as both a leader and learner. As part of National Partnership, school leaders will further develop processes for professional dialogue and communicating about how the leadership team is building leadership capacity across the school.

School leaders understand and construct SMART targets in literacy and numeracy. The school has expert teachers in literacy and numeracy whose skills and expertise will be more readily shared to further improve the quality of teaching across the school. Staff feedback revealed confidence in the leadership team to drive improvement in student outcomes for literacy and numeracy.

Based on staff feedback, there is scope to focus on quality teaching and learning and revisit staff roles and responsibilities in working towards a culture of continuous improvement. This would include encouraging teachers to reflect on their practices and challenge educational practices.

Curriculum

English

Background

As part of the National Partnership Situational Analysis, this year the school evaluated English. 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.

Findings and conclusions

• 100% of teachers believe that they are confident in their knowledge of the English Curriculum and syllabus outcomes.

• 96% of teachers believe that they plan explicit learning activities from all English strands to ensure the content is relevant to their students’ needs and levels.

• 88% of teachers believe that they give students explicit feedback about how they can improve their English skills.

• 86% of parents believe that the school caters for the needs of their children in English.

• 98% of students believe that English is an extremely important subject and 96% of students believe that they try their best and take pride in their English results.

• 84% of students believe that their teacher clearly explains what English skills they are learning and why.

• 82% of students believe that the work they do in English challenges them and makes them think.

Future directions

The school will continue to plan programs to promote stimulating, learning experiences for all students in English. Staff will continue to actively participate in professional learning that has an impact on English outcomes. Through the National Partnership program, teachers will reflect on all professional learning to ensure embedding of quality practices across the school. There is scope for further developing staff understanding and application of the English
Syllabus documents. This was confirmed by responses from students who stated that there was scope to improve how teachers explain and present learning in a variety of ways.

Staffing is based on student needs according to the collection of student information. Further review of human resource allocation based on regular collection of student English data will continue. Staff will continue to build their capacity to understand and analyse SMART targets in English, ensuring specific needs of all students are met through stimulating, engaging programs.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school, in particular about the Annual School Concert.

Their responses are presented below.

Parents fully support the school and the direction it has taken. All parents believe that the Annual School Concert is extremely important because it gives all students the opportunity to participate in all aspects of the Creative Arts and perform on stage in front of an audience. This helps to improve student confidence and self esteem. Parents appreciate the time and effort teachers put into the concert preparation which makes it a rewarding experience for all students. Parents would like more performances. One suggestion was that teachers should include more singing, music, drama, poetry and percussion, as well as dance items.

All students thoroughly enjoy the concert. The comments from students indicate that they recognise and appreciate the hard work of the teachers and look forward to the concert each year.

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 2011 focused strongly on Quality Teaching and student engagement. There was a strong focus on Literacy and Numeracy. Teachers not familiar with Best Start were trained, as well as Stage 1 teachers being trained in the TEN (Targeted Early Numeracy) program. Beginning teachers were supported through Beginning Teacher funding as well as Teacher Professional Learning Funds. Priority Schools Funding was also utilised to enable maximum teacher engagement across specific areas. The average expenditure per teacher was $1389.

In Term 2 our school linked with Old Guildford Public School in a combined School Development Day. Employing an international presenter Lane Clarke from Canada, both schools engaged in a highly effective full day workshop on student engagement, student motivation and quality teaching elements.

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 and the end of Term 4. A Community of Schools focus on Technology,
Literacy and Numeracy also supported the professional learning of teachers.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Improved literacy outcomes for all students

2012 Targets to achieve this outcome include:

- **At least 75% of students achieving stage exit outcomes in English**
- **At least 85% of Year 3 students achieving at or above minimum standard in NAPLAN literacy**
- **At least 85% of Year 5 students achieving at or above minimum standard in NAPLAN literacy**
- **At least 85% of Year 3 students achieving at or above minimum standard NAPLAN reading**
- **At least 85% of Year 5 students achieving at or above minimum standard NAPLAN reading**
- **At least 40% of students achieving in the highest two bands in NAPLAN literacy**
- **At least 80% of students achieving or exceeding state average growth**
- **At least 80% of kindergarten students reading at level 8 or above by the end of their first year**

Strategies to achieve these targets include:

- Whole school analysis of NAPLAN using SMART to identify strengths and weaknesses with alignment to syllabus outcomes.
- Incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs. Executive to meet with individual teachers/stage teams to set program outcomes, targets and strategies based on SMART data.
- Develop IEPs for students who performed at or below minimum standard and ensure strategic human resourcing to support their needs.
- Identify students who did not make average growth and tailor programs to meet their specific needs.
- Targeted professional learning in the use of SMART data using self guided modules on the intranet to assist teachers to analyse student performance and incorporate teaching strategies effectively into classrooms.
- Provide staff with models of exemplary practice using expert teachers from within the school, across Granville Community of Schools, and specialised consultancy across the region.
- Set up demonstration lessons and team teaching. All teachers given the opportunity to model teaching in front of peers, engage in self-reflection and professional dialogue.
- Executive team meet each teacher once a term to set program outcomes and targets, and develop lesson plans and most appropriate assessment strategies.
- The Reciprocal Teaching model will be utilised to support students in Stage 2 and 3.
- Develop and implement Grammar/Punctuation scope & sequence and a Spelling/Vocabulary scope & sequence that are consistent with stage syllabus outcomes.
- All teachers K-6 continue to implement ‘Comprehending Beyond the Literal’ strategies in reading programs. Professional learning to be provided for all staff.
- Implement Best Start program to identify literacy learning that students bring to school and use information to plan and develop Quality Teaching in literacy.
- Tracking of K-2 Start data. Continue Best Start program of individualised student assessment, programming and teaching.

School priority 2

Outcome for 2012–2014

Improved numeracy outcomes for all students

2012 Targets to achieve this outcome include:

- **At least 75% of students achieving stage exit outcomes in Mathematics**
At least 85% of students achieving at or above minimum standard in NAPLAN numeracy

At least 85% of Year 5 students achieving at or above minimum standard in NAPLAN numeracy

At least 40% of students achieving in the highest two bands in NAPLAN numeracy

At least At least 80% of students achieving or exceeding state average growth

Strategies to achieve these targets include:

• Whole school analysis of NAPLAN using SMART to identify strengths and weaknesses with alignment to syllabus outcomes.

• Incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs. Executive to meet with individual teachers/stage teams to set program outcomes, targets and strategies based on SMART data.

• Develop IEPs for students who performed at or below minimum standard and ensure strategic human resourcing to support their needs.

• Identify students who did not make average growth and tailor programs to meet their specific needs.

• Targeted professional learning in the use of SMART data using self guided modules on the intranet to assist teachers to analyse student performance and incorporate teaching strategies effectively into classrooms.

• Provide staff with models of exemplary practice using expert teachers from within the school, across Granville Community of Schools, and specialised consultancy across the region. Set up demonstration lessons and team teaching. All teachers given the opportunity to model teaching in front of peers, engage in self-reflection and professional dialogue.

• Implement a cycle of lesson observations where teachers observe and support each other regularly. Executive team meet each teacher once a term to set program outcomes and targets, and develop lesson plans and most appropriate assessment strategies.

• Develop and implement Mathematics scope & sequence K-6 incorporating CMIT, TENs, Working Mathematically and all syllabus strands of the Numeracy Continuum K-6.

• Newman’s strategy for problem solving to be implemented K-6. Professional learning to be provided for all staff.

• Executive team to implement professional learning support in CMIT and TENs programs. Programs to be implemented in all Early Stage 1 & Stage 1 classrooms.

• Implement Best Start program to identify literacy learning that students bring to school and use information to plan and develop Quality Teaching in numeracy.

• Tracking of K-2 Start data. Continue Best Start program of individualised student assessment, programming and teaching.

School priority 3

Outcome for 2012–2014

Improved levels of student engagement

2012 Targets to achieve this outcome include:

Student attendance rate exceeding state average (96%)

10% decrease in detention rates recorded on the PBIS tracking system promoting positive relationships

Teacher quality shows improvement based on the New South Wales Institute of Teaching Standards

All students actively access ICT to enhance their learning

Significant increase in the percentage of parents and community supporting student learning and understanding

Strategies to achieve these targets include:

• Implement the Team Leadership For School Improvement K-12.

• Develop a collective moral purpose and revise the school Mission Statement.

• Establish roles and responsibilities for all staff including Principal, executive (DP/HAT/APs), teachers, specialist teachers, support staff and SASS.

• Develop and implement professional learning programs to ensure that each teacher has the
knowledge and skills to use ICT in literacy and numeracy lessons.

- Continued professional learning to be implemented in the use of interactive whiteboards.
- Purchase strategic resources based on identified areas of concern e.g. Mathletics, BrainPop.
- Timetable for computer lab and library computers organised and published to maximise ICT learning opportunities.
- A comprehensive collection of innovative Quality Teaching websites and ICT resources to be developed for teachers to access. Database of sites and resources to be set up on school server.
- Student feedback to be supported through PBIS positive learning initiatives, including Guildford Stars.
- All students to be given opportunities to have positive feedback from their Principal through the K-6 Positive Reinforcement Principal check list system.
- Positive reinforcement/feedback to be supported through the school newsletter, school website, assembly awards, class awards and Principal award structure.
- Develop consistency of practices across all aspects related to student well being. Implement professional learning on Positive Behaviour Interventions Support (PBIS) and set consistent student expectations.
- School Captains, Vice captains and four prefects to take on shared responsibilities; and participate in leadership training.
- Student Council representatives receive training and meet regularly. SRC representatives understand their role, role of the SRC, and how a committee efficiently takes on active role in some school decisions.
- In-service staff re needs of Gifted &Talented students. Provide opportunities for G&T students to participate in: *Public Speaking *Chess Club *Dance *Choir * Debating *PSSA/District sport * NSW University competitions; etc.
- Quality Teaching strategies evident and opportunities provided for extension/extra-curricular activities in teaching & learning programs.

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
Ms Ayesha Ali Khan             Relieving Assistant Principal
Mrs Dot Hemming                Support Teacher STL
Mrs Anita Byrnes               Teacher
Mary Mendoza                   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: