Principal’s message

The 2012 year will be remembered as a particularly challenging year as we commenced our National Partnership journey at Guildford Public School. It was a year to celebrate many areas of productivity and achievement across the whole school community.

National Partnerships provided the funding to employ both a Deputy Principal and a Highly Accomplished Teacher (HAT) as well as employ two Community Liaison Officers. A very significant factor also included the funding to purchase additional resources to support Literacy, Numeracy and Student Engagement. This year also saw three more interactive whiteboards installed in classrooms, computer room and the library. Our school now has an IWB in every classroom K-6.

In 2012 we continued our explicit 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 from Kindergarten to Year 6. The National Partnership initiative supported the process of school improvement with all staff actively supported and trained to develop their skills further so as to achieve maximum student achievement.

Another significant highlight of 2012 was our continued success in performing arts. Once again our whole school concert ‘Animalia’ 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 ‘Great Southern Land’ at the Sydney Opera House.

I congratulate the staff on their commitment and professional achievements throughout 2012. 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

Parent participation in school activities has continued to grow during 2012. Through Parents in Partnership there has been an increased number of parent workshops on a wider range of topics such as Positive Parenting and Public Schooling in NSW. Attendance at workshops was maintained throughout the year with some attracting up to 33 participants, a big increase on previous years.

With support from National Partnerships (NP) funding a Parent Café was set up and operated on a weekly basis. Two Community Liaison Officers (NP funded) were present to talk with parents to improve communication between the school and parents. A feature of the Café was a different culture focus each week to encourage the assimilation of parents from all nationalities.

Each week parents also met to prepare and maintain literacy and numeracy resources for use in the classrooms.

During the year, the parents organised raffles and stalls to raise money for school resources.

The school canteen continues to function to provide students with healthy alternatives at lunch time. Money raised once again is used to supplement school resources.

Parents have demonstrated their ongoing support by their enthusiastic participation in events such as Multicultural Day, Sporting Days and the School Concert.

Aleluia Rees

Parents in Partnership representative
Student representatives’ message

This year has been a very successful year working with our Student Representative Council members in making Guildford Public School a great school. We have managed to do some amazing things to help our school grow and become the best learning environment for all students. This was decided at our weekly meetings.

Each SRC representative had an opportunity to give their feedback and input regarding initiatives and fundraising events. 36 students from Years 1 to 6 regularly attended meetings and were actively involved in decision making.

Major fundraising events included ‘Movie Night’ and ‘The Talent Quest’. These events allowed the school community to raise money that would ultimately assist the school in purchasing resources that would make our school an even better learning environment for all students. These events were so successful that many parents and students requested these events be organised once again in 2013.

One initiative the SRC organised was ‘Labelling Day’ which involved senior SRC students, Prefects, Vice Captains and School Captains labelling student property with their name and class. This included jumpers and school hats. This event resulted in a significant reduction in lost property. SRC members were also involved in building a school vegetable garden. On the day students helped plant a vegetable garden around the school, assisted by adults from Investec and many teachers.

At school assemblies each week, different SRC members would announce upcoming events to remind students of what was happening and why. We really enjoyed working with the SRC members this year and we thank our wonderful community for their hard work and support throughout the year.

Ricky Newell and Angela Nguyen - School Captains

Student enrolment profile

Management of non-attendance

Classroom teachers monitor daily attendance with the support of the executive team. Our Home School Liaison Officer helps us contact families if attendance is a concern. We have initiated intervention programs including having teachers use the Lateness and Attendance Monitoring Program (LAMP) tracking sheet. This initial intervention program ensures teachers follow up attendance concerns. Should there be no improvement, further intervention occurs through executive and liaising with the Home School Liaison Officer and parents. Parents are required to provide written or verbal explanation for all absences. Non-attendance issues are addressed by the Assistant Principal and the
Home School Liaison Officer (HSLO). Parents are contacted in the early stages of non-attendance via telephone and then letter. They are invited to meet with an Assistant Principal to discuss issues that may be affecting their child’s attendance. In most cases regular attendance resumes quickly as support structures are put in place to assist with attendance.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Highly Accomplished Teacher (HAT)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</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>2.4</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 there was one indigenous staff member working at the school.

Staff retention

Approximately 95% of the 2011 teaching staff continued at the school in 2012. All temporary positions were maintained.

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>15%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>186518.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>224085.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190314.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>57092.45</td>
</tr>
<tr>
<td>Interest</td>
<td>8621.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12042.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>678675.86</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>46104.21</td>
</tr>
<tr>
<td>Excursions</td>
<td>23253.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>25221.76</td>
</tr>
<tr>
<td>Library</td>
<td>5886.63</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1957.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>213287.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>59342.82</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60435.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36306.35</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23996.92</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13150.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>53597.78</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>562541.17</td>
</tr>
</tbody>
</table>

Balance carried forward    | 116134.69  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

Students at Guildford Public School are provided with a variety of experiences in Creative Arts. Our school programs encourage students to express and develop their creativity as well as cultivate an appreciation of Drama, Music, Visual Arts and Dance.

Highlights in 2012 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 “Great Southern Land” theme with enthusiasm and confidence.

- Twenty-five 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 “Great Southern Land”.

- The whole school took part in ‘Music Count Us In’, a nationwide music awareness initiative. The students sang and provided musical accompaniment to the performance of “Different People, Different Places” at a special assembly.

- Students from K-6 participated enthusiastically in the Student Representative Council organised talent quest. The contest 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 “Animalia”. Costuming was a strong feature and performances highlighted many well-known songs. Parent support and large community attendance was particularly evident, especially for our evening performance, and appreciated by all involved.

- The school choir performed a repertoire of songs at Guildford Aged Care Centre. They have also performed at special assemblies throughout the year including Education Week, Presentation Day and at the ANZAC Day ceremony.

- Visual Artwork by students has been prominently displayed in the school foyer.

- One student was awarded a participation certificate in the Regional Director’s Primary Visual Arts competition.
After school Craft and Art classes were held for Stage 2 and 3 students. These were conducted by Holroyd Family Support Group. They had the opportunity to learn various art and craft techniques and skills.

All students in Years 3 to 6 were given the opportunity to participate in the Multicultural Public Speaking competition. Four students were selected to represent Guildford Public School at a district level. One student achieved a highly commended award in the Stage 3 division.

Nine students from Years 4 to 6 formed two debating teams for the Granville/Strathfield Debating Competition. Our school won two debates with the students’ debating skills developing and improving over the duration of the competition.

### Sport

During 2012, 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 2012 include:

- 4 students qualified to represent Guildford Public School at the Auburn Zone Swimming Carnival.
- 2 students were members of the Auburn Zone Swimming Squad competing at the Sydney West Area Swimming Carnival.
- In PSSA, our Junior and Senior Newcombe Ball, Junior Oz Tag and Senior Oz Tag, Boys and Girls Tee Ball teams were all semi-finalists.
- The Senior Oz Tag team played in the grand final and were runners-up.
- 2 students represented the Auburn Zone at the Sydney West Area Cross Country Carnival.
- 34 Students qualified to represent Guildford Public School at the Auburn Zone Athletics Carnival.
- 1 student was awarded Junior Girls Age Champion at the Auburn Zone Athletics Carnival.
- 5 students represented the Auburn Zone at the Sydney West Area Athletics Carnival in a variety of events.
• 1 student represented Sydney West Area Athletics at the New South Wales Primary Schools Athletics Carnival.

• Our students participated in many clinics and gala days run by Cricket NSW and Parramatta Rugby League.

Support Programs

During 2012, all classes from Kindergarten to Year 6 received a few hours of specialist teacher support each week. This support focused on improving literacy and numeracy standards of all students. Specialist Teachers included English as an Additional Language/ Dialect (EALD) Teachers, a Learning and Support Teacher (LAST), a Reading Recovery teacher and an Arabic Community Language Teacher. In addition to this specialised support, classes received support from School Learning Support Officers during Numeracy and Literacy sessions.

The Arabic Community Language Teacher withdrew Arabic speaking students to develop their literacy and numeracy skills in their first language.

Each Term, four students in Year One were involved in Reading Recovery sessions, whereby they worked one-to-one with a trained Reading Recovery teacher. These individual sessions aimed to develop students’ skills in Reading and Writing.

Community programs

The ‘SPARKS’ program is an initiative of the St Vincent de Paul Society which aims at providing homework assistance to refugee students. Every Monday a group of approximately twenty volunteers provide individual mentoring and support for students for one hour. The last session of each term, involved students either participating in or viewing a special performance organised by the St Vincent de Paul Society.

For thirteen weeks during Term One and Two the Australian Business Community Network (ABCN) organised volunteers from the Commonwealth Bank to form a buddy system with eight students in Year three. The one hour a week sessions focused on developing students’ reading skills.

In Term Three, the ABCN also linked mentors from the Commonwealth Bank and individual students from Years One to Three to assist them with practising their numeracy skills. The mentors visited weekly supporting and encouraging students with their development in Mathematics.

The strong partnership with ABCN, was also seen through the Arts Access Program whereby thirty Year Two, Three and Four students attended a production at the Monkey Baa Theatre for Young People in Darling Harbour.

Each Tuesday, Parramatta/ Holroyd Family Support Unit organised a play and learn session for infants to entering school aged children. They organised structured play sessions and activities.

They also ran a very popular one hour after school Art and Craft session for a group of approximately 20 students from Years Three to Six. Each week students were provided with a healthy afternoon snack and took part in art and craft activities as well as social development games. This program took place each term and over the year approximately eighty students attended the sessions.
Incursion/Excursions

The whole school attended the NED show, which presented a positive message about being champions at school and in life. It combined humour, story-telling, student participation and yo-yo magic tricks to deliver the powerful message.

Students in each stage experienced an excursion which supported and complimented learning experiences at school. Early Stage One visited Calmsley Farm to support their understanding of concepts around living things and products and services. Stage One visited the Maritime Museum to study forms of transport throughout history. Stage Two visited the IMAX theatre to view ‘Under the Sea 3D’, a movie which supported their learning about descriptive language. Stage Three also visited the IMAX to consolidate their understanding about Antarctica. Stage Three students were given the opportunity to attend a Sport and Recreational Camp which provided sessions on team building and gave them a chance to attempt a variety of sporting challenges.

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)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

Percentage in bands: Year 3 Writing

Percentage in bands: Year 3 Grammar & Punctuation

Percentage in bands: Year 3 Spelling

Percentage in bands: Year 3 Numeracy
Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation
Progress in reading

Average progress in Reading between Year 3 and 5

[Enter your text and graph from Electronic Data Summary Sheet where appropriate.]

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

- Reading: 95.3
- Writing: 96.9
- Spelling: 92.2
- Grammar & Punctuation: 85.9
- Numeracy: 92.2

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

- Reading: 88.6
- Writing: 93.3
- Spelling: 95.6
- Grammar & Punctuation: 93.3
- Numeracy: 93.0
### Significant programs and initiatives

#### Connected learning

All teaching staff has participated in regular and ongoing training and development in integrating ICT into learning programs. As a result, teachers have produced and shared an interactive, multimedia presentation for their class’ literacy program. Informal ICT skills development workshops “tips and tricks sessions” have been held weekly, based on staff interests and needs such as blogging, Smart notebook, server management and personalising your portal.

K-6 students have been introduced to Cyber safety skills through a weekly RFF technology program. K-6 students have also been introduced to and frequently access their personalised learning and activity program on Mathletics and Reading Eggs. These interactive resources have increased student engagement with literacy and numeracy learning and have also resulted in increased accuracy of student diagnostic assessments.

#### Aboriginal Education

Guildford Public School has a small number of Aboriginal students (1.25%) that are valued members of our diverse and multi-cultural community. The school aims to program and integrate Aboriginal content and perspectives into all units of work across the curriculum, and school policies and programs. We acknowledge that Aboriginal people were and are the first...
inhabitants of this great country and provide students with opportunities to develop a deeper understanding of Aboriginal culture and history. All of our Aboriginal students have Personalised Learning Plans (PLPs) to extend and build on their unique skills and experiences. We are proud of the achievements of our Aboriginal students and would especially like acknowledge the achievements of our school captain in his final year at the school. He has always shown excellence and maturity in this role, as well as a gift for public speaking.

**Multicultural Education**

92% of the students enrolled at Guildford Public School are from a language background other than English. There is a strong emphasis on inclusivity, multiculturalism and anti-racism education.

In Term Two the school hosted a successful Multicultural Day where parents and community members celebrated the diversity of cultures at our school with exciting entertainment and a delicious and very varied food fare. Various cultural groups organised a cultural presentation performed by the students and community members. In addition, local high schools contributed to the successful day by sending some students to perform.

Guildford Public School also offers culturally inclusive teaching practices which are supported by our strong English as Additional Language/Dialect (EALD) programs across K-6. EALD teachers withdraw students for specific language skills development under the New Arrivals Program (NAP). The main focus across the school is to provide support and team teaching within the classroom, allowing all students to benefit from this explicit teaching model.

**National Partnerships**

The National Partnerships Program provides an integrated platform for achieving real change in our schooling systems and to target three priority areas: developing the skills of our teachers, supporting schools serving in disadvantaged communities and improving students’ literacy and numeracy skills.

A situational analysis conducted in 2011 that analysed student achievement data and collected student, parent and teacher feedback led to the development our school plan for 2012-14. As part of this plan we welcomed 5 new staff members to Guildford Public School to help with its implementation:

- Deputy Principal (Quality Teaching)
- Highly Accomplished Teacher (HAT)
- Specialist teacher
- And two Community Language Officers (CLOs) Pacific Islander and Arabic

**In 2012, our major strategies were;**

- To provide sustained and continuous school based professional learning in developing student comprehension and vocabulary skills in the Years 3-6 through the Focus on Reading (FoR) program.
- To provide opportunities for teachers to gain confidence and a stronger understanding of how to use Information and Communication Technology (ICT) to enhance our learning programs and engage students.
- To create opportunities for teachers to meet as teams to reflect on student achievement, evaluate teaching strategies and set targets based on high expectations.
To provide opportunities for teachers to team teach with the DP and HAT and meet regularly to set professional goals and reflect on teaching.

To create more opportunities for community participation and engagement through complementing our Parents in Partnerships program with an increased number of parent workshops and the opening of the Parent Café.

Our major achievements as a result of the National Partnership and Priority Schools Funding Program are as follows:

As of week 10, Term 4 we have:

- 73% of Kindergarten students met the Early Stage One Reading Benchmarks
- 100% of students in Kindergarten reached the stage exit level of understanding of emergent or above in Early Arithmetic Strategies
- 90% of students reached the stage exit level of understanding of Perceptual or above in Year One in Early Arithmetic Strategies
- 90% of Year two students reached the exit level of understanding of Counting on and back or above in Early Arithmetic Strategies
- 19 parent workshops offered (compared to 5 in 2011).
- Increase in the average percentage of parents participating in parent workshops from 3% in 2011 to 6% 2012.
- The opening of the parent café with a steady increase in attendance from 4 to 20 parents at each session.
- 8 English classes offered with consistent attendance of 13 parents from Farsi, Dari, Persian and Arabic.

Other programs

Priori ty Schools Funding Programs

2012 was our eighth year on the Priority Schools Funding Program (PSFP). Funding for schools in the program provides additional resources and support to help improve students’ literacy and numeracy outcomes K-6 and increase student engagement. The 2012 PSFP staffing supplement (0.6) was combined with our Reading Recovery allocation (0.4) allowing us to employ a full time teacher. The teacher taught Reading Recovery for a half day 5 days a week and continued as a support specialist teacher for the remainder of each day. This enabled us to specifically target at risk students in Stage 1.

Improve Literacy and Numeracy outcomes for all students K-6

PSP funding was combined with our National Partnerships funding to release teachers to attend a range of in-school professional learning programs on literacy (please see above).

The continued implementation of the Targetting Early Numeracy (TEN) program in K-2 was enhanced with professional learning for teachers in 3-6 around SENA 2 and Numeracy Framework. We now have baseline data for all of our students on the Numeracy Framework and plan to track and monitor student progress K-6. We will also develop teacher skills further with the Taking Off With Numeracy (TOWN) program in 2013. Resources were purchased to support this initiative.

School Learning Support Officers (SLSO) have also been employed to assist teachers to enhance the teaching of literacy and numeracy in classrooms through group work and individualised attention.

Progress on 2012 targets

Target 1

Repeat target for 2012 from 2011 report

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

Our achievements include:

- The implementation of a systematic/continuous school based PL program based on Best Start and the constrained skills of literacy, has improved teacher capacity to teach students ‘learning to read’ as indicated in teacher surveys, observation, and student results.

- Observations indicate that purchasing more leveled readers for use in the classroom and for home reading has increased the volume of reading for each student K-3.

- Teacher surveys indicate the implementation of the Focus on Reading program phase 1 has helped teachers develop a deeper understanding of teaching strategies for students who are “reading to learn”. In particular, comprehension, explicit teaching and substantive communication.

- Anecdotal comments and observations indicate that purchasing high quality and engaging texts such as National Geographic and Connectors to support the Focus on Reading Program and enhance substantive communication has improved engagement.

- Coaching sessions and lesson studies with the HAT have improved teacher understanding of explicit teaching including learning intentions/success criteria and modeled, guided and independent reading, as indicated by teacher surveys.

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

Our achievements include:

- Teacher comments indicate that our DARTS sessions have enabled them to set high expectations, develop their understanding and monitor student progress on the Numeracy Continuum.

- Collaborative planning meetings have been rated highly by teachers as helping them to develop their understanding of programming and planning strategies in mathematics.

- Numeracy Centre activities were purchased and collated to make packs to encourage more hands on practical and differentiated activities for maths groups.

- Students at risk were identified by the maths committee and plans have been made to track and monitor these students.
Target 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**

Our achievements include:

- Certificates for good attendance and weekly class awards for the best attendance have been well received.
- A significant decrease (50%) in detentions and suspensions was clearly noted. Students received positive reinforcement through the Guildford Star program.
- A high quality of teacher presentations indicates that the Professional Learning coordinated by the HAT to develop skills to produce ICT based projects using multimedia texts as part of FoR and Best Start was successful.
- Anecdotal comments have indicated a positive response and high student engagement to the trial for Mathletics and Reading Eggs. This has resulted in the purchase of these programs.
- The steady increase in attendance at the Parent Café indicates its success. The Parent Café is designed to encourage strong informal links between the school and community.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of all school programs and practices as part of an annual evaluation. The annual evaluation built upon the extensive work already undertaken for the Situational Analysis, and focuses on changes and progress over the last twelve months.

Curriculum and Assessment

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

Findings and conclusions

Based on a teacher survey in May and August 2012 we saw the following increases:

- 45% increase in teacher ability to explain what, how and when you would use explicit teaching
- 40% increase in teacher ability to explain what, how and when you would teach comprehension
- 52% increase in ability to explain what, how and when to use Modeled, Guided and Independent teaching
- 19% increase in teacher ability to explain what it means to set and monitor high expectations

The models below were facilitated by the DP Quality Teaching and HAT;

- Teachers (K – 6) involved in lesson study sessions in literacy and numeracy developed a greater understanding of explicit teaching.
- Early Stage One, Stage Two and Stage Three teachers have participated in learning walks to see Focus on Reading (FoR) strategies in action at other schools.
- Teachers have participated in fortnightly lesson observation and coaching sessions to set and monitor individual professional learning goal.
- Surveys indicate 37% of parents are aware that their child’s teacher is
involved in extra training to improve their teaching.

**Future directions**

Increase the percentage of teachers achieving professional learning goals relating to competence levels on the National Teaching Standards as described in their Professional Learning Plans (PLPs) by 10%.

All teaching programs include data collection and analysis which show the monitoring of the teaching and learning cycle based on at least 3 formative assessment strategies.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about professional learning for teachers in the school. Their responses are presented below:

- 83% of surveyed parents agree that their child has improved their reading, comprehension and number skills as a result of teacher professional development.
- 50% of surveyed parents and 40% of surveyed students believed that teachers try new strategies in the classroom.
- The most important skills that surveyed parents (40%) and students (60%) valued for teachers to develop are knowing individual students’ abilities and designing lesson that meet their needs.
- Teachers stated that, of the new learning delivered over the year, they are most (67%) confident to implement lessons that have a modeled, guided and independent component in them.
- 55% of teachers felt confident to be able to set and track individual learning goals for their students.
- Teachers rated collaborative planning and learning walks (to other classes or schools) and coaching conversations as the most effective method of professional development they participated in during the year.

**Professional learning**

School-based professional learning programs that encourage teams of teachers to learn, apply and reflect on their teaching within their context have a higher effect size than attending off-site programs (McIntyre, 2011). Through National Partnerships and creative thinking, we have offered a systematic/continuous school based PL program based on *Best Start* and *Focus on Reading*. This program had a number of facets as detailed below:

**Professional Learning** – This year our teachers were divided into three groups (ES1 and S1, S2 & S3) to participate in a rotating cycle of professional learning. By combining our pre-existing *Wednesday Staff Development Meeting* and assembly time we were able to release one stage team each week to participate in a 2 hour PL session from 2.15 - 4.15pm. By employing a former Best Start and PSP Consultant as our Deputy Principal Quality Teaching we had a qualified facilitator for these programs and could ensure a high quality and specifically designed program for our school context. When teams were not participating in the 2 hour session, they rotated between a 1 hour ICT session led by the HAT or a 1 hour DARTS session led by the Assistant Principals.

**Lesson Study** - Teams of teachers also participated in a *Lesson Study* program to explore new learning in the classroom. One teacher was released to work with the DP – Quality Teaching or the HAT and their supervising AP to write an explicit teaching lesson plan. The lesson plan was then implemented in the classroom and filmed.
Excerpts from this video were shown to the whole stage to get feedback and look for ways to further refine the learning intentions and success criteria, script and demonstration and gradual release of responsibility. A new teacher would then volunteer to repeat the lesson with their own class whilst being filmed to see if it was more effective. This process would continue until the lesson proved to have the biggest impact on student learning.

Coaching – Every classroom and some specialist teachers at Guildford in 2012 were given the opportunity to participate in a program of coaching, lesson observation and demonstration in order to support the development of their teaching skills and increase our ability to support every child to achieve their potential.

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

Literacy and Numeracy

Outcome for 2012–2014
Improved Literacy and Numeracy outcomes for all students

2013 Targets to achieve this outcome include:

Literacy

- Increase the percentage of K-2 students meeting state reading benchmarks to:
  - 80% Kindergarten students achieving at or above Level 8
  - 80% (from 65%) Year 1 students achieving at or above Level 18
  - 73% (from 58%) Year 2 students achieving at or above Level 24

- Increase the number of students achieving the minimum clusters on the K-6 continuum in reading and comprehension to:
  - 63% of Year 3 students
  - 40% of Year 4 students
  - 40% of Year 5 students
  - 42% of Year 6 students

Increase the percentage of Year 5 students achieving above minimum standard in NAPLAN reading to 81% from the 2010-2012 average of 76% (3 students).

Increase the percentage of Year 3 students achieving above minimum standard in NAPLAN reading to 80% from the 2010-2012 average of 74% (5 students).

Increase the percentage of students achieving in the highest two bands in NAPLAN to:
- Year 3 - Reading 40% from the 2010-2012 average of 35% (3 students)
- Year 5 - Reading 28% from the 2010-2012 average of 22% (3 students)
- Writing to 29% from the 2010-2012 average of 22.5% (3 students).

Increase the percentage of students achieving or exceeding expected growth in literacy to 65% from the 2010-2012 average of 60% in literacy.

Strategies to achieve these targets include:
- Introduction of the Australian Curriculum (English) to all teachers and begin to incorporate curriculum language and content descriptors into programming and practices.
- Implementation of the Focus on Reading Program Phase 1 and 2 to help teachers develop a deeper understanding of teaching strategies for students who are ‘reading to learn’, targeting explicit teaching of the comprehension strategies with a particular focus on questioning and analyzing. Utilising the Reciprocal Teaching model from Focus on Reading to support students in Stage 2 and 3 with the support of the HAT and Specialist staff and purchasing connector texts.
- Providing K-2 teachers with explicit strategies to effectively teach phonemic awareness based on the ‘Best Start’ continuum and EAL/D pedagogy.
• Implementing M200W and Oxford Word list research to develop and implement a sight word spelling scope and sequence.
• Develop and implement grammar/punctuation scope and sequence in line with the Australian Curriculum.

**Numeracy**

Increase the percentage of K-3 students meeting state numeracy benchmarks from:

- 95% to 97% Kindergarten Perceptual
- 97% to 100% Year 1 Figurative
- 83% to 90% Year 2 Counting on and back
- 82% to 88% Year 3 Facile

Ensure a minimum standard of 100% of Year 4-6 students working at Facile level.

Increase the percentage of Year 3 students achieving above minimum standard in NAPLAN numeracy to 80% from the 2010-2012 average of 75% (4 students).

Increase the percentage of Year 5 students achieving above minimum standard in NAPLAN numeracy to 81% from the 2010-2012 average of 76% (3 students).

Increase the percentage of students achieving in the highest two bands in NAPLAN numeracy to:

- Year 3 40% from the 2010-2012 average of 23% (4 students)
- Year 5 30% from the 2010-2012 average of 22% (4 students)

Increase the percentage of students achieving or exceeding expected growth in numeracy to 55% from the 2010-2012 average of 48%.

**School priority 2**

**Curriculum and Assessment**

**Outcome for 2012–2014**

Curriculum implementation is aligned with the professional teaching standards; and

The Teaching and learning cycle is embedded in teaching programs.

2013 Targets to achieve this outcome include:

Increase the percentage of teachers achieving professional learning goals relating to competence levels on the National Teaching Standards as described in their PLPs by 10%.

All teaching programs include data collection and analysis which show the monitoring of the teaching and learning cycle based on at least 3 formative assessment strategies.

**Strategies to achieve these targets include:**

- Develop a proforma to ensure consistent programming and reflection.
- Develop list of ‘must haves, must use’ mathematics support documents and resources. Audit classroom resources and purchase materials to develop classroom sets of ‘must haves’.
- Implement Best Start to identify numeracy learning that students bring to school and use information and professional learning gained from participation in TEN professional learning to cater for student needs with all numeracy lessons incorporating a variety of strategies and tasks that challenge learners.
- All 3 – 6 teachers to participate in State TOWN training and implement SENA 2 and Newman’s Error Analysis. Training will take place after school through VC and onsite learning with the support on our onsite facilitators. Teachers will be given time to develop learning plans that are updated every 5 weeks based on the numeracy continuum.
- Train all teachers in administering the SENA 1 once a year and update student early learning plans every five weeks.

Whole school analysis of NAPLAN using SMART to identify strengths and weaknesses
and incorporate teaching strategies from SMART data.

- Develop IEPs ((Individual Education Plans) for students who perform in the lowest two bands or top band and ensure strategic human resourcing to support their needs.
- Provide opportunities for Gifted and Talented (G & T) students to participate in public speaking, chess club, dance, choir, debating, PSSA sport and NSW university competition test papers.

School priority 3

Leadership and management

Outcome for 2012–2014

Strengthened leadership innovation and management capacity for all school staff to drive continuous school improvement

2013 Targets to achieve this outcome include:

Increase the average percentage of teachers who can describe their role and responsibility, and that of others, in driving continuous school improvement to 59% from 54%.

Increase the average rating by staff of the leadership team to 85% from 80% as always or usually addressing the outcomes of the Team Leadership for School Improvement outcomes.

Strategies to achieve these targets include:

- Use the train the trainer model to implement the Team Leadership for School Improvement K-12 and incorporate current research findings identified by researchers such as Steve Dinham, Michael Fullan and John Hattie to lay foundation for developing a collective moral purpose and support the revision of the school Mission Statement. This team will have 11 staff members including executive and teacher leaders.
- Establish roles and responsibilities for all staff including Principal, executive (DP/HAT/APs), teachers, specialist teachers, support staff and SASS.
- Revise the Guildford Public School Staff Development Policy (2010) which supports the on-going TARS and EARS processes in relation to teacher quality to develop professional learning plans for each teacher. This will include the NSW Professional Teaching standards and NSW Quality Teaching Framework and facilitate the provision of registered professional learning programs to meet the needs and demands of leaders and school staff. Opportunities to identify expert teachers and for all staff to have opportunities to evaluate their teaching and work towards the ‘next step’ will be part of this process.

School Priority 4

Student Engagement

Outcome for 2012–2014

Improved levels of student engagement

Increased community engagement

2013 Targets to achieve this outcome include:

Ensure ‘at risk’ students have attendance rates higher than 85% including partial absences.

Decrease the percentage of detentions to 33% from 43% as recorded on the PBIS tracking system promoting positive relationships.

100% of students can identify 3 digital tools and resources and explain how to use them to enhance their learning.

100% of teachers set and achieve a technology goal with the support of the HAT & ICT team each term.

30% of teachers (5 classes) establish and maintain a viable class blog (or class page on website) as a communication and learning tool for students and parents.

Increase the percentage of parents and community understanding and supporting student engagement to 10% from 6% of the parent body.

Strategies to achieve these targets include:

- Continue the successful model of current Kindergarten Transition to School program by including publicity and contact with preschool providers. Use the CLOs and Parents in Partnership to support this program.
• Develop Individual learning plans for Aboriginal students who performed at or below minimum standard and ensure strategic human resourcing to support their needs.
• Develop and implement peer tutoring programs for our students most at risk in Early Stage 1 and Stage 1. These programs will be monitored every five weeks by the DP and specialist teachers.
• Develop and implement a monitoring process for students at risk across the school. Specialist teachers will be given the last week of each term to track and monitor a particular year cohort. This information will be shared, graphed and reported to teachers and executive.
• Increase parent involvement by initiating and maintaining one to one relationships by introducing a program where each staff member is responsible for contacting every family from their class at least once a term with a good news story.
• Continue to promote and further develop home/school communication by advertising school events such as Multicultural and Entertainment Fair, Our Spectacular, Annual School Concert, Sports Carnivals and workshops on the website and in newsletters.
• Positive reinforcement/feedback program that includes the opportunities to celebrate and recognise student attainment across academic, cultural, sporting, social and leadership domains through the school newsletter, school website, assembly awards, class awards and Principal award for academic achievement.
• Develop consistency of practices across all aspects related to student well-being. Implement professional learning for all staff members on Positive Behaviour Interventions Support (PBIS) and set consistent student expectations.
• Integrate our Guildford Public School anti-bullying lessons across all stages with the PBIS programs.
• Continue and develop further partnerships with SPARK- Australian Business and Community Network (ABCN), Parramatta/Holroyd Family Support incorporated and St. Vincent De Paul refugee programs.

• Student daily attendance will be monitored at a twice a term across K-6. All cases will be referred to HSLO when necessary. In school processes will include parents being contacted by class teachers by phone and recorded in whole school phone register when a student is away more than two days.

**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 Sheri Evans                    Deputy Principal
Ms Patricia Walpole              Assistant Principal
Mr Peter Hanna                  Assistant Principal
Mrs Salam Haidar               Assistant Principal
Ms Sophie Paterson              Highly Accomplished
Teacher (HAT)
Ms Ayesha Ali Khan               Relieving Assistant
Principal
Mrs Dot Hemming               Support Teacher STL
Mrs Aleluia Rees            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: