2009 Annual School Report
Pagewood Public School

NSW Public Schools – Leading the way
Messages

Principal's message

2009 has been another busy and productive year for the students, staff and community of Pagewood Public School.

Our school provides a strong academic foundation for lifelong learning, with the teachers promoting and supporting quality teaching and learning programs. This was most evident in the year 5 results in the national testing program, but also reflected in improved results in the Australasian Schools competitions where year 5 again excelled.

Our strong partnership with our community is linked to the promotion of educational, personal, social and civic values, leading to a safe and happy school environment. The valuing of individual excellence and a sense of pride in participation continues to be recognised and celebrated on a range of levels.

Early in Term 1, 2009, our new computer room was ready for use. Teachers and students alike have noted the vast improvement in our information and technology facilities.

The subsequent announcement of several building programs further enhancing the school was most welcome. With a new administration building, library, 2 new classrooms, refurbishment of the assembly hall, extension of covered walkways and a storage room added to the hall, our community will be entering a vastly improved site within 12 months.

While there will be many physical changes, the key purpose and vision for our school will remain unchanged, that is, the ongoing commitment to delivering quality teaching and learning in a caring environment.

This report outlines many of our achievements in 2009 and sets the directions for future targets and ongoing improvement as we continue to strive for improvement and excellence. I commend the work of students, staff and parents and look forward to continuing our successes in 2010.

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.

Marella Hogan

P&C message

In the last two years we have lost some long-standing P&C parents, so it is very pleasing that this year a reasonable number of parents of our younger students have become involved in P&C activities.

Attendance at meetings usually ranges from twelve to fifteen parents plus the principal and both assistant principals.

In 2009, the P&C donated nearly $40 000 to support our children. This amount was unusually large because in 2008, we were accumulating funds to assist completion of the Computer Room project, which was finalised in Term 1 of 2009. We contributed $15000 to this project. Another $15000 was used by the school to: extend the phone and bells to enhance occupational health and safety, install an interactive whiteboard in Kindergarten and purchase a range of teaching resources. In addition, the P&C continued its long-established practice of paying for Speech Day trophies and subsidising buses and fees for representative groups. The P&C supported the Victorian Bushfire Appeal and made a donation to an orphanage in Ethiopia.

Our main fund-raising activities were a chocolate drive, Mothers’ and Fathers’ Day stalls and a tea towel sale.

As well as being valuable services within our school, the Canteen and Uniform Shop contributed significantly to P&C funds.

Pagewood’s P & C is a band of dedicated parents willing to donate time and energy toward the educational resources of all school members and their efforts have been outstanding.

Narelle Smethills
P&C President, 2009

Student representative's message

The Student Representative Council has continued to run efficiently this year. Thanks to Miss Hoskins for being the teacher-in-charge.

A really good thing for the students this year was the toilet blocks being repaired. They are now in good condition.

Another great improvement is the Computer Room. It is now much easier for the teacher to help us at our computer.

Each year, the SRC chooses which charities we will support. This year we raised $64 for Stewart House, $778 for the RSPCA, $210 for Sydney Children’s Hospital and $549 for Can-Teen.

We have enjoyed our time as school captains and hope that Pagewood continues to get better and better.

Nancy Muir and Ben Owen
School Captains, 2009
Our school at a glance

Students

There was a slight decline in enrolment levels at Pagewood PS during 2009. At the end of the year, there were 179 children enrolled. This is a reduction of 6 compared to the beginning of the year. There were 102 boys and 77 girls.

There was a marginal increase in local area enrolments from 52% in 2007 to 54% in 2008.

There were 8 classes. During the year, average enrolments for each grade were:

- Kindergarten: 24
- Year 1: 34
- Year 2: 21
- Year 3: 31
- Year 4: 17
- Year 5: 30
- Year 6: 22

(Further details about enrolments and classes are provided on page 4.)

Significant programs and initiatives

The school ran programs to give students extra educational opportunities.

All students K-6 participated in French lessons.

All students in K-2 participated in gymnastics lessons.

Students from Years 1-6 could choose to be involved in Dance groups.

Students from Years 3-6 could choose to be involved in the Choir.

Students from Years 2 and 3 could choose to be involved in the recorder group.

Students from Years 3, 4, 5 and 6 could choose to be involved in the Band program.

The school participated in the Premier’s Sporting Challenge, the Premier’s Reading Challenge and the Premier’s Spelling Bee.

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>Balance brought forward</th>
<th>90 490.00</th>
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<tbody>
<tr>
<td>Global funds</td>
<td>109 902.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 654.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96 212.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 514.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 627.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>340 399.00</td>
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</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 27 451.00
  - Excursions: 6 437.00
  - Extracurricular dissections: 69 233.00
- Library: 5 404.00
- Training & development: 8 879.00
- Tied funds: 29 149.00
- Casual relief teachers: 17 639.00
- Administration & office: 34 815.00
- School-operated canteen: 0.00
- Utilities: 21 013.00
- Maintenance: 35 115.00
- Trust accounts: 8 294.00
- Capital programs: 7 223.00

**Total expenditure**

| Balance carried forward | 69 747.00 |

The voluntary school contribution fee set by the community was $35. The deficit between receipts and payments for the French program amounted to $4658. The $20 fee for Gymnastics was also insufficient to cover the cost of the program.

P&C donations totalled nearly $40 000. These funds assisted completion of the Computer Room project; purchase of classroom resources and an interactive whiteboard; and an extension to the bells and phone systems to improve OH&S. The P&C subsidised expenses for students representing the school and zone at sporting and arts activities.

The balance carried forward includes $10212 of tied funds, primarily allocated to support technology.

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School context

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

Student enrolment profile
There was a slight decrease in the number of students enrolled during 2009.

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<td>3</td>
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<td>26</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>6</td>
<td>23</td>
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<tr>
<td>3/4</td>
<td>4</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
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<td>26</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>KH</td>
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<td>17</td>
</tr>
<tr>
<td>KS/1</td>
<td>1</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>KS/1</td>
<td>K</td>
<td>6</td>
<td>19</td>
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Structure of classes
Class groupings are based on the year level of students.

The school had three multi-grade and five single-grade classes.

Student attendance profile
Attendance rates have improved and now are much higher than the state and regional average.

<table>
<thead>
<tr>
<th>School</th>
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<th>2009</th>
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Region

<table>
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<tr>
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<tr>
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<tr>
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State

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<th>Year</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
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<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance
Non-attendance of students is managed in line with guidelines of the Department of Education and Training.

- The need for regular attendance at school is publicised in the newsletter annually.
- Teachers request explanation of all absences.
- There is liaison between the school and home regarding frequent or prolonged absences.
- A referral is made to the Home School Liaison Officer if issues of non-attendance have not been able to be resolved by school staff.
**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**

Our 2009 staffing allocation again remained unchanged. Our effective full-time (EFT) staff allocation was 10.536. Eight of these were classroom teacher positions. Some positions were filled on a permanent part-time basis.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Release from Face to face</td>
<td>.336</td>
</tr>
<tr>
<td>Part-time</td>
<td>.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10.536</strong></td>
</tr>
</tbody>
</table>

In addition, our school counsellor visits 3 days per month.

School administration and support staff include:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of days each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration Manager</td>
<td>4</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>3</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

No staff members are members of the Aboriginal and Torres Strait Islanders community.

**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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>
**Sport**

As a school, one of our priorities is to provide a range of sporting opportunities. The school physical education and daily fitness programs continue to produce outstanding results.

- The sport program for K-2 students developed skills in a comprehensive range of Fundamental Movement Skills.
- 60% of children K-6 participated in a series of AFL coaching clinics.
- All students participated in the Premier’s Sporting Challenge. Diamond level certificates were achieved by 50% of children and the other 50% achieved gold certificates.
- In 2009, we changed to the Intensive Swimming Scheme run by the Department of Education and Training, targeted at Years 2 and 3. It was pleasing that 76% of eligible children in Years 2 and 3 participated.
- Pagewood PS participated in Primary Schools Sports Association (PSSA) competitions in netball, soccer, athletics, cross-country and swimming.
- Four teams entered the South-East Oztag Gala Day. Our senior boys were runners-up. A senior girls’ team played in the semi-finals.
- Basketball teams from Years 3/4 and Years 5/6 entered Gala Days at Alexandria. The senior girls’ team won its division and the senior boys’ team was placed third.

Sporting achievements included:

- Zone athletics representatives: Kalani Anitelea-Hand, Jack Hinds, Daniel Maxwell and Joel Smith.
- Zone cross-country representative: Jack Hinds.
- Zone swimming representatives: Keeghan Burke, Tiana Noy and Finella O’Hea.
- Zone touch football representatives: Daniel Maxwell and Charlie Cranshaw.
- Zone cricket representatives: Dylan Bell and Daniel Maxwell.
- Zone netball representatives: Savannah Trejbal.
- Zone soccer representatives: Alex Grant and Istvan Kovacs.
- Area athletics representative: Jack Hinds.
- Area soccer representative: Gabby Anthony.
- Area basketball representative: Nancy Muir.
- Area swimming representative: James Hunt.
- Our senior soccer team was placed second in the PSSA competition.
- Our senior A netball team was placed second in the PSSA competition.

Below: The Year 5/6 girls’ basketball team which won its division at the Alexandria Gala Day.

Below: Nina and Victoria compete in the 5 year old girls’ 75 metres race at our school athletics carnival.
Other programs

Public Speaking
Talking and listening is an important part of the school’s English curriculum. Supporting this area of learning, we run a comprehensive public-speaking program and competition.

All children present a prepared speech to their class. They also practice impromptus. Finalists from each stage then compete at a formal assembly. Stage winners proceed to the zone public speaking competition.

In 2009, school finalists were Owen Richardson, Declan O’Hea, Finn Hempstead and Nancy Muir. Declan O’Hea progressed to the zone public speaking final.

Premier’s Reading Challenge
The teacher-librarian worked with class teachers to ensure that our students completed this challenge.

In 2009, 13 students received gold certificates for completing the challenge for the third time.

Premier’s Spelling Bee
Children in years 3-6 were encouraged to participate in the Spelling Bee. Representing the school at the zone finals were: Brandon Zee, Maddison Riley, Clayton Mead and Cheyne McKinnon.

Book Week
The Book week parade is always a popular activity on our annual calendar. From Year 2, Bailey, Luke and Leo were eager participants.

<table>
<thead>
<tr>
<th></th>
<th>Participation</th>
<th>Credit</th>
<th>Distinction</th>
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Australian Schools Competitions

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<tbody>
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<td></td>
<td>Participation</td>
<td>Credit</td>
<td>Distinction</td>
</tr>
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<td>Y3</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Y4</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Y5</td>
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<td>6</td>
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<tr>
<td>Y6</td>
<td>8</td>
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<tr>
<td>Y6</td>
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Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

An analysis of the results of our Year 3 students shows:

- In overall literacy, 57% of students scored in the highest two bands, clearly above the state average of 51%. Results were strongest in Reading, Writing and Grammar and Punctuation.
- Achievement in Spelling was disappointing, with 41% of students in the top two bands compared to 51% across the state.
- Spelling of irregular words, e.g. learns, mirror, famous, notice, remains an area where improvement is needed.
### Numeracy – NAPLAN Year 3

An analysis of our numeracy results did not show any particular strengths or weaknesses. Questions where our students performed well above state average included naming of two dimensional shapes and estimating capacity.

### Literacy – NAPLAN Year 5

- There were many outstanding areas in Literacy.
- Scores in all literacy tests were well above state average.
Progress in literacy

- The average progress in reading since Year 3 was more than double the state average.

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Literacy – NAPLAN Year 5 (continued)
Numeracy – NAPLAN Year 5
- The average mark in Numeracy was well above state average.
- 66% of our students scored in the top 2 bands compared to 35% of the state.
- It was very pleasing that no student was placed in the 3 lowest bands.
- There were four questions where our students’ performance was significantly below that of the state.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

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.

Year 3

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
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<td>100</td>
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</tbody>
</table>

Year 5

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Two students were absent overseas from the tests.

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.
Significant programs and initiatives

Aboriginal education

Background
In 2009, there were 6 Aboriginal students in the school. Aboriginal Education focussed on improving learning outcomes for these students and ensuring non-Aboriginal students learnt of culture and relevant issues for indigenous people.

Findings and Conclusions
- The whole school commemoration of NAIDOC Week focussed on Aboriginal culture and contemporary issues.
- Strategic Recurrent assistance (SRA) funding was used to target Aboriginal students in Year 2, focussing on improvements in Reading, Writing and Numeracy.
- SRA Cultural funding was used to extend the range of Aboriginal resources available.
- Display of the Aboriginal flag and using the “Acknowledgement of Country” was a weekly promotion of indigenous culture.
- Dion Drummond, one of Australia’s most experienced international indigenous performers, delivered a presentation covering both Mainland and Islander culture as a dancer, singer and storyteller.
- K/1 students were ‘Pen Pals’ with a class from a Torres Strait Island school.

Future Directions
- The purchase of resources to support Aboriginal Education will continue.
- An application will be made for funding to continue to target literacy and numeracy needs for our Aboriginal students.

Anti-racism
- The anti-racism contact officer addressed all students about her role.
- The School Discipline Policy explicitly states procedures for handling complaints of racism involving students.
- There were fewer reports of racism than in the previous year.

Support Teacher, Learning Assistance
- The Support Teacher, Learning Assistance (STLA) focussed on improvement of reading skills. A team of volunteers delivered individual programs developed by the STLA.

Multicultural education

Background
In 2009, thirty five percent of students enrolled at Pagewood Public School came from a language background other than English. There were 23 different languages spoken in the homes of our students.

Findings and conclusions
- This year there were far fewer interruptions to the timetable of the English as a Second Language (ESL) program.
- The school received extra funding of half a day per week for the New Arrivals Program. This was valuable in supporting language acquisition of two students using English for the first time.

Future Directions
- We will further promote multiculturalism on Harmony Day in 2010. By incorporating the Harmony Day motto “Everyone Belongs”, we will endeavour to promote the cultural diversity of all students. Each class will participate in activities related to cultural diversity and will present and share Powerpoint presentations in a whole school assembly. We will celebrate our Harmony Day by organising a fun day where all students are randomly grouped in varying ages and abilities in which they will participate in many activities focussing on multiculturalism.

Respect and responsibility
- Encouraging all students to be conscious of their role as a responsible and accepting member of the community is a fundamental part of school life.
- The school’s student welfare policy was reviewed in 2009 to reflect DET policies e.g. changes to the protocol for the use of mobile phones, implications for managing cyber-bullying and changes to school reward systems.
- The school rules incorporate the core values and beliefs which underpin public education.
- We promote respect and responsibility by participating in and contributing to ANZAC Day, Remembrance Day, Clean Up Australia Day and Stewart House appeals. The SRC organises fundraising for at least two charities each year.
- Each year our senior choir entertains at the Senior Citizens Centre.
School development 2009 – 2011

Each year, a School Plan is prepared to help us determine how to do our best for our students. Improvements are identified, including strategies to move towards achieving the targets.

This section of the Annual School Report describes the progress made towards achieving the improvement targets.

Progress on 2009 targets

Target 1

To improve student outcomes in Literacy.

Our achievements include:

- While the average mark in Year 3 Writing was lower than last year’s historic high point, it was still above state average.
- There was a significant improvement in Year 3 Reading results, measured as both average scores and percentages in the top two bands.
- The Year 5 Reading result was exceptional, with an average score in Band 8 and 86% of the class placed in the top two bands.
- All other areas of the Year 5 literacy results met or exceeded set targets.
- A system to track independent reading levels from Kindergarten to Year 3 has been developed.

Target 2

To improve student outcomes in Numeracy.

Our achievements include:

- The average mark in NAPLAN Year 3 Numeracy remained slightly below state average. By the end of Term 4, class teachers reported that class-based assessments indicated many children had made great improvements in their achievement of outcomes.
- The Year 3 results showed that the class was much stronger in Number and Patterns and Algebra but had much room for improvement in measurement, data, space and geometry.
- There was consistent and outstanding improvement across all Year 5 Numeracy results. Average scores were well above state average.
- All Year 5 students performed above minimum standards in Numeracy, as did 97% of Year 3 students.
- The “Working Mathematically” strand has been a priority in class programs.

Targets for 2010

The challenge for 2010 is to consolidate the outstanding NAPLAN results in Year 5 and improve results in Year 3.

Target 1

To consolidate improvements in student outcomes in Literacy.

Strategies to achieve this target include:

- Use of the NAPLAN data package to inform teaching programs and to determine priorities for individual children;
- Continuing our professional learning project with the literacy consultant, moving towards more focus on strategies needed by teachers of different stages.
- Prioritising resourcing to assist targeted groups in Years 3 and 5.

Our success will be measured by:

- Year 5 NAPLAN Literacy results being at similar levels as the 2009 results, i.e. the average score of each strand above state average, more students in Bands 7 and 8 than across the state and growth from Year 3 to 5 being above state average.
- Year 3 Literacy results being at or above the state average and 60% of students demonstrating proficiency in Reading.

Target 2

To consolidate improvements in student outcomes in Numeracy.

Strategies to achieve this target include:

- More extensive use of the NAPLAN data package to determine areas of underperformance at Year 3 level.
- Continuing to develop teaching strategies to assist students in developing skills in working mathematically.
- Prioritising resourcing to assist targeted groups in Years 3 and 5.

Our success will be measured by:

- Year 5 NAPLAN Numeracy results being at similar levels as the 2009 results, i.e. the average score above state average, more students in Bands 7 and 8 than across the state, 68% of students demonstrating proficiency and growth from Year 3 to 5 being above state average.
- Year 3 Numeracy results being at or above the state average and 47% of students demonstrating proficiency.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Leadership and Writing.

Educational and management practice

Leadership

Background

To assist with the evaluation of this aspect of the school’s operation, elements of the SchoolMap Best Practice Survey of Leadership was used. All families and staff were invited to complete the questionnaire. It was also completed by students in Years 6, 5, 4 and some in Year 3. Responses were received from 30 parents, which represented 23% of the school’s families.

Findings and conclusions

There was generally a high level of satisfaction with school leadership practices. Staff and students had higher satisfaction levels than parent respondents.

Significant findings included:
- The level of understanding by the leadership team of the school and its culture was rated highly by all groups. That 20% of parents chose “Don’t know” may indicate a need for improved communication of how school leaders identify aspects of culture that support or detract from learning.
- All staff agreed that school leaders demonstrate accountability for the quality of student learning outcomes, as did 75% of parents.
- Most members of our community felt that school leaders implement change processes that support the improvement of student outcomes. Responses of “Usually” or “Almost Always” were received from 100% of staff, 90% of students and 80% of parents.
- The majority of students, staff and parents believed that our leaders value and promote equity.
- More than 80% of parents and 100% of staff identified that our school has a culture of continuous improvement.
- Leaders’ inspiration and motivation of students was recognised by about 85% of parents and students, more than the staff response of 82%.

Future directions

In 2010 the principal and executive will work to:
- create opportunities to discuss with parents ways to improve their child’s learning;
- continue building effective teams to support change processes; and
- create further opportunities to inspire and motivate students.

Curriculum

Writing

Background

Improving student outcomes in all aspects of literacy has been a long-term target of this staff. The decision to evaluate Writing was made to assist identification of future directions, particularly in professional learning.

A survey was developed to look at relevant issues in the teaching of Writing. Data from National Testing was also examined.

Findings and conclusions

The importance of learning to write was acknowledged by all respondents.

Learning about Writing is seen as usually enjoyable by 88% of the students. All teachers usually enjoyed teaching Writing.

“Thinking of things to write” was rated as difficult by 40% of students. On the related question on the teachers’ survey, 45% of teachers found difficulty accessing suitable resources to use as stimuli during Writing lessons.

All teachers and 95% of students felt their knowledge of text types was adequate.

85% of students rated their spelling ability as good, a very similar rating to that given by their teachers.

Future directions

We need to:
- identify further strategies and resources which teachers can use to improve writing outcomes for students;
- plan for more collaboration and professional dialogue when programming for Writing, especially within stages;
- continue professional learning in improving quality teaching in Writing; and
- ensure that school planning and resource allocation places a high priority on Writing.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Our school’s atmosphere was rated as “friendly and welcoming” by 100% of students and staff and parents.
- All teachers and parents agreed that the school welcomed parent involvement and encouraged parents to discuss concerns.
- All parent respondents agreed (75% did so strongly) that for a school of our relatively small size, a reasonable range of programs is offered. This response was similar to that of the students and teachers.
- All students and teachers acknowledged the high standard of teaching and high expectations of achievement.
- Bullying occurs in all schools, but it is pleasing that 96% of students felt that teachers take action if it is reported to them. This area of the survey had the least parent satisfaction, with 16% of parents disagreeing.
- In regard to whether discipline practices are fair, 87% of parents agreed and 93% of students rated the school rules as fair.
- Commitment to having students wear the school uniform correctly was validated by all parents and 80% of students.
- The continuation of the French program was supported by 74% of the parent respondents and 60% of the students.

Professional learning

Teachers attended school development days held on the first days of Terms 1, 2 and 3. For the first time, training was also held on the last 2 days of the school year. Topics for these days included planning COGS units, reviewing current approaches to teaching literacy, Child Protection, Occupational Health and Safety and strategies to improve the teaching of music.

School based professional development sessions were also held at some staff meetings. These sessions covered asthma, anaphylaxis, CPR and code of conduct.

A course in Senior First Aid has been completed by 3 staff members.

School executive attended regular professional learning opportunities focussing on leadership development and compliance obligations.

Staff were involved in regional curriculum projects including, Count Me In Too.

Our teachers worked with a literacy consultant and staff from two local schools, developing skills in teaching writing.

In Term 4, 5 staff learned about Interactive Whiteboards.

The ESL, STLA, sport co-ordinator, teacher-librarian and computer co-ordinator also attended network meetings.

Above: The band remains a popular choice for many of our senior students. Here, three of our trumpeters get ready to play at Speech Day.

Above: Year 5 at Centennial Park. Excursions are a key part of the curriculum, providing many enriching experiences.
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.

Hayley Best, Teacher
Rebecca Hawkes, Teacher
Noni Hoskins, Teacher
Meredith Hines, Assistant Principal
Marella Hogan, Principal
Donna Kerves, Teacher-Librarian
Ann Linich, P&C Representative
Georgina Lynch, Teacher
Belinda McLean, Assistant Principal
Mary Sandstrom, ESL Teacher
Allison Sheather, P&C Representative
Amy Smart, Teacher
Sarah Van De Linde, Teacher
Ashleigh Zee, P&C Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: