2008 Annual School Report
Pagewood Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Enrolment levels at Pagewood PS remained quite stable throughout 2008. At the end of the year, there were 188 children enrolled. This is an increase of 7 compared to the same time in the previous year. There were 106 boys and 82 girls.

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

There were 8 classes. Average class sizes were:

- Kindergarten: 36
- Year 1: 24
- Year 2: 32
- Year 3: 19
- Year 4: 32
- Year 5: 24
- Year 6: 21

(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 4, 5 and 6 could choose to be involved in the Band program.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>169,222.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>77,188.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34,736.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69,492.00</td>
</tr>
<tr>
<td>Interest</td>
<td>10,790.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,488.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>366,916.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 11,455.00  |
| Excursions                 | 8,392.00   |
| Extracurricular dissections| 49,718.00  |
| Library                    | 2,021.00   |
| Training & development     | 8,930.00   |
| Tied funds                 | 107,770.00 |
| Casual relief teachers     | 21,246.00  |
| Administration & office    | 21,401.00  |
| School-operated canteen    | 0.00       |
| Utilities                  | 18,093.00  |
| Maintenance                | 12,970.00  |
| Trust accounts             | 5,284.00   |
| Capital programs           | 9,147.00   |
| **Total expenditure**      | 276,427.00 |

| **Balance carried forward**| 90,489.00 |

The voluntary school contribution fee set by the community was $32. The fee for French remained at $40 per year. The deficit between receipts and payment of the teacher amounted to $3000. The $15 fee for Gymnastics was also insufficient to cover the cost of the program.

The most significant area of expenditure was the construction of a new computer room. Total cost will be $107,000. An Investing in Schools grant of $69,810 and school technology funds of $15,000 have covered most of the cost, with the balance to be shared by the P&C and school funds.

P&C donations totalled nearly $4,816 for which we were most grateful.

The balance carried forward includes $667 of trust funds. There is also $6,705 of tied funds.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Messages

Principal's message

This report gives information about the programs, achievements and performance of Pagewood Public School. It is part of our process of self-evaluation, reporting and planning.

Community consultation and participation have continued to be strong features of the school, with an active Parents’ and Citizens’ Association (P&C) and opportunities for parents and the community to share and celebrate all the great things we do at the school. Many members of our school community have willingly given their time and assisted the school through their participation in the P&C, canteen, fundraising, uniform shop, classroom and reading programs, library, scripture and sport coaching and in many other ways during the year.

Students have been able to participate in a wide range of classroom and extra curricula activities, such as art competitions, band, dance, public speaking, choir and sport. We endeavour to nurture our community of children to strive for individual excellence and personal growth within a warm, supportive school environment, each developing his/her talents. By participation in the school’s curriculum, at stages appropriate to their development and interest, our pupils will develop intellectual, aesthetic, moral, social and emotional knowledge, skills and values so that they can contribute to a vibrant Australian society and respond positively to life’s challenges.

The school’s many successes are the result of the valuable contributions and hard work by staff, students, parents and the school community. It is most rewarding to lead a team of such committed, enthusiastic and energetic teachers and support staff who work tirelessly to provide positive learning experiences for our students.

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 and/or School Council message

In 2008 the P&C, with support from the staff, students and other parents, continued its active contribution to the school and its programs.

Our canteen is one of the few still operated solely by volunteers. This year, we welcomed the Windgap organisation, as we trialled whether ours was a suitable venue for their Transition to Work program for young adults with an intellectual disability. Unfortunately, timetabling difficulties will prevent this program continuing in 2009. With volunteers constantly dwindling, we will have to explore options if our canteen operation is to continue on a voluntary basis.

Our Uniform Shop committee deserve commendation for managing the change to a new school uniform so smoothly and quickly. Almost 100% of comments about the new uniform are positive, from parents, students and staff.

Other volunteers assisted the school by tutoring reading, coaching sporting teams, covering books and teaching Scripture.

Our most significant fundraising activities this year were the chocolate drive and the Olympathon.

This year, the construction of a new Computer Room has been a major project undertaken by the school. An Investing in Our Schools grant was supplemented by school funds. The P&C will contribute further funds early in 2009 to assist completion of the project.

In 2008, P&C has subsidised buses for representative sporting and performance groups. It also subsidised the Year 5 and 6 overnight excursion to Bathurst and the Year 6, 2007 farewell activities. The P&C was pleased to assist with expenses of 3 students who represented at state carnivals. Donations were made to the school for library books, Speech Day prizes and painting of the hall and canteen windows.

Narelle Smethills

President, Pagewood Public School Parents and Citizens Association

Student representative’s message

Over the past seven years, we have had the pleasure of attending this wonderful school. We have especially enjoyed fulfilling our role as school captains this year.

Prefects help with several things in our school. They organise and run assemblies, supervise canteen queues and speak at special occasions like Orientation Day, Anzac Day and the Education Week assembly. We run the Student Representative Council.

This year’s Fun Day, organised by Year 6 was extremely successful and raised $1000.

The charity events we chose to support this year were Pink Ribbon Day and Biggest Morning Tea.

We hope that our new captains and prefects will continue to make this school a great place in which to learn.

Luke Burke and Courtney Young

School Captains
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
Enrolment levels again increased slightly from 2007 to 2008.

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes
Class groupings are based on the year level of students.

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 2008 staffing allocation remained the same as in 2007. 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.

Position | Number
---|---
Principal | 1
Assistant Principal(s) | 2
Classroom Teachers | 6
Support Teacher Learning Assistance | 1
Teacher Librarian | .4
Teacher of ESL | .4
Release from Face to face | .336
Part-time | .3
Total | 10.536

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

Staff retention
Two teachers joined our staff this year, one as an Assistant Principal selected on merit and the other as a targeted graduate. Apart from those on leave, staffing should remain stable in 2009.

Staff attendance
Staff members have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97%.

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

Qualifications | % of staff
---|---
Degree or Diploma | 100
Postgraduate |
School performance 2008

Achievements

Arts

Students are offered a range of opportunities to participate in creative and performing arts programs as well as classroom-based activities.

All our performance groups went to Eastgardens in Education Week. This included our band, senior and junior dance, Year 6 and Year 2 and 3 recorders, and senior and junior choirs.

The school band was awarded a silver trophy at Bandfest. It also performed at the Daceyville Big Band Bash, our Performance Morning and Speech Day.

The senior choir took part in the Sydney Region Music Festival at the Opera House. It also performed at school events such as Speech Day and Performance Morning and visited the Senior Citizens’ Centre.

The senior dance group participated in the Sydney Region Dance Festival. The junior dance group performed at the Bondi District Showcase.

Declan O’Hea and Luke Burke progressed to the zone public speaking final.

Some of our talented artists won prizes in the Chifley Art Competition. Lexie Mavromatis won the K-2 section. Leon Johan Mosi was runner-up in the Year 3/4 section. Marnye Webb, Jemaia Gravel, Jade Ekici and Amy Lee were highly commended.

A small group of Year 2 and 3 students was successful in auditioning to be part of the massed recorder ensemble for the Festival of Instrumental Music at the Opera House. This group also performed at the Bondi Showcase and at several school functions.

Sport

The provision of sporting opportunities continued to be an aspect which is viewed as important and valued by our community. Our sport and physical education programs focussed on participation in and enjoyment of physical activity, so that our students begin to develop lifelong active lifestyle habits.

All students participated in the Premier’s Sporting Challenge. Year 3 and Year 6 achieved diamond level certificates and all other classes achieved gold levels.

The sport program for K-2 students provided a comprehensive range of Fundamental Movement Skills.

The two week Intensive Swimming Scheme remains a popular choice with our families with 60% of children in the school participating.

Pagewood PS participated in Primary Schools Sports Association (PSSA) competitions in netball and soccer. The school also participated in carnivals in athletics, cross-country and swimming.

We were placed 4th overall in the zone athletics carnival. When the point-score was adjusted to reflect the size of schools, Pagewood was placed second.

When the zone swimming carnival point-score was adjusted to reflect the size of schools, we were placed second.

Other opportunities offered to students included:

Six teams entered the South-East Oztag Gala Day. Our junior girls were runners-up. A junior and a senior boys’ team played in the semi-finals.

Basketball teams from Years 3/4 and Years 5/6 entered Gala Days at Bankstown, Alexandria and Sutherland. A Year 3/4 boys and girls mixed team made the final at Bankstown and a Year 5 girls’ team made the final at Alexandria. At Sutherland, a Year 3/4 mixed team won the Division 2 competition and a Year 5/6 girls’ team were runners-up in Division 2.

Sporting achievements included:

Representing Eastern Suburbs zone at the area athletics carnival were: Luke Burke, Jack Hinds, Jake Kambos, Gavin Liang, Daniel Maxwell, Taylor Trompp, Jaydan Tuohy, Courtney Young and Brandon Zee.

Representing Eastern Suburbs zone at the area cross-country carnival were: Luke Burke, Jack Hinds, Jaydan Tuohy and Courtney Young.

Representing Eastern Suburbs zone at the area swimming carnival were: Keeghan Burke, Luke Burke, Tiana Noy, Finella O’Hea and Maddison Riley.

Jack Hinds and Courtney Young represented Sydney East area at the state athletics carnival.

Representing Sydney East area at the state cross-country carnival was Jack Hinds.

Our senior soccer team were joint premiers.

Emma Aston played in the girls’ combined zone soccer team. After representing Eastern Suburbs zone, Luke Burke played for Sydney East area at the state boys’ soccer carnival.

Courtney Young was selected in the Eastern Suburbs zone, then the Sydney East area touch football team which played at the state carnival.
Student achievement in 2008

In the National Assessment Program, the results across 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:

- Our Year 3 students performed well above state and regional averages in the NAPLAN Writing test.
- In writing our students showed strength in segmenting their text into paragraphs.
- Correct spelling of common words such as “open”, “friend” and “wheel” is an area of relative weakness.
- An area of weakness for our students in reading was in connecting and interpreting ideas.

Numeracy – NAPLAN Year 3

An analysis of numeracy results did not reveal any particular areas of strength or weakness. Questions where our students performed well above the state average included subtraction of a 1 digit number from a 2 digit number, using data, multiplication and comparing the volume of cubes.
An analysis of the literacy results of our Year 5 students shows:

- Improvement in reading by children who were in the lower bands in Year 3 was significantly above the state average.
- In Reading, a significant percentage of our Year 5 children chose an incorrect response for some of the questions involving inferential thought and connection and synthesis of ideas.
- While our students performed well in correct spelling of common words, they underperformed compared to the state in correct spelling of less common words, e.g. muscle, astronauts, marathon.
- There were no writing criteria identified where our students performed significantly differently from the state average.

An analysis of the numeracy results of our Year 5 students shows:

- Average results in 2008 were similar to those in 2007.
- It was most pleasing to see an increased percentage of students in the highest band.
- There were many questions where the school percentage choosing the correct response was 10 or more above the state population percentage.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Background
Pagewood PS has comprehensive educational programs that are designed for the academic and social growth of all our students. Staff reflected on progress in delivering Aboriginal education.

Findings and conclusions
• All teachers educate students about Aboriginal history, culture and contemporary Aboriginal Australia, usually integrated into the key learning areas of HSIE and Creative and Performing Arts.
• Aboriginal children were supported to maximise student learning outcomes through a grant from the Indigenous Education program, which allowed implementation of an intensive program targeting development of skills in literacy and numeracy.
• Each stage entered art work to the project “Reconciliation in our Neighbourhood”.
• All classes participated in activities to mark “Sorry Day”.

Future directions
• Accessing sufficient resources continues to be an issue, which will be addressed with a continuing program to update our available materials. This will assist staff in using culturally relevant resources.
• Teachers need to continue giving consideration to significant issues for the Aboriginal community in contemporary Australian society.

Multicultural education

Background
Pagewood PS has 35% of students coming from a language background other than English. There were 23 different languages spoken in the homes of our students.

Findings and conclusions
• Across each stage of learning, programs educated all students to be accepting and understanding in a culturally diverse society. Multicultural perspectives and studies are contained within the Connected Outcomes Group units of work across K-6.
• We have an allocation of 2 days per week for the teacher of English as a Second Language. Unfortunately, there were many timetabling disruptions caused to this program in 2008.

Future directions
• Continuity of the ESL program should be prioritised in 2009, with fewer disruptions, where possible.

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.

Respect and responsibility
• All students K-6 are encouraged to be active members of the school community who understand the importance of self-respect and respect for others.
• Students are reminded of their role within the wider Australian community by commemorating Anzac Day and Remembrance Day, fundraising for charities and performing for local organisations such as the Senior Citizens.
• More than 90% of parents and 95% of students and staff felt that Pagewood PS has a friendly school environment.
• The core rules for all students in NSW government schools are incorporated in our school rules, which are displayed in each classroom.

Anti-racism
• The anti-racism contact officer addressed all students about her role.
• The anti-racism section of our Student Welfare policy was reviewed. A process for informal resolution of complaints was added.
• School staff members were trained in changes to anti-racism and complaints handling policies and guidelines in the Department of Education and Training.
• Typical content of lessons addressing racism included a definition, strategies for dealing with racism and how to report it if it occurs.
Progress on 2008 targets

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

This section of the report describes the progress made towards achieving the improvement targets set for 2008.

Target 1
To improve student outcomes in numeracy.

Our achievements include:
- Development of resource boxes to each class has led to increased use of hands-on activities and games in numeracy lessons.
- There has been increased emphasis on activities to develop students’ skills in working mathematically.

Target 2
To enhance the implementation of the science curriculum.

Our achievements include:
- Teachers collegially planned a “design and make” activity as part of the assessment process, resulting in an improved link between assessment activities and written reports.
- There was a slight decrease in the number of students choosing to sit for the science competition. We will continue to highlight this activity and encourage students to enter it.
- Implementation of the science curriculum was enhanced by integrating the teaching of the procedural genre in writing into science units.

Target 3
To improve students’ skills in Information and Communications Technology.

Our achievements include:
- The use of the Library computers was significantly above last year’s levels. Data shows that in the second half of the year, internet usage doubled, reflecting the increased integration of ICT in learning.
- Evidence of student achievement that reflects stage appropriate ICT skills across a range of key learning areas was included in programs.

Target 4
To improve reading outcomes K-6.

Our achievements include:
- A recording system has been established to map student progress in reading.
- Teaching strategies have been identified to improve teaching of inferential questioning, higher-order thinking and visual literacy.
- In the NAPLAN tests, Year 5 children who had scored at lower levels in Year 3 improved at almost double the rate of the state average.

School development 2009 – 2011

Targets for 2009

Target 1
To improve student outcomes in Literacy.

Strategies to achieve this target include:
- ongoing analysis of whole class NAPLAN results to identify underperformance in areas of reading, spelling, grammar and writing;
- participation in a professional learning writing project with nearby schools to extend the range of strategies used to teach writing;
- designing improved teaching and learning programs in Spelling, an area of relative underperformance identified in NAPLAN;
- familiarisation with Best Start materials by teachers of Kindergarten and Year 1;
- meeting the needs of higher-achieving students by developing teachers’ skills in differentiating curriculum;
- regular assessment, monitoring and recording of student achievement in literacy; and
- engaging Aboriginal students with an improved range of resources showing Aboriginal Australia.

Our success will be measured by:
- performance in NAPLAN Year 3 Writing continuing to be close to the very pleasing levels of 2008;
- performance in NAPLAN Year 3 Reading and Year 5 Reading and Writing moving towards or exceeding Sydney Region average;
- an increasing percentage of students at or above the state average in NAPLAN Year 3 and 5 Literacy from 2009 – 2011;
- an increasing percentage of students exceeding proficient standard in NAPLAN Year 3 and 5 Literacy from 2009 – 2011;
- improved results in class-based assessments.

Target 2
To improve student outcomes in Numeracy.

Strategies to achieve this target include:
- continuing to use the Learning Framework in Number as the theoretical underpinning of the teaching of mathematics;
- extending training in Count Me In Too to teachers who have not yet completed it;
• use of resources such as “What Counts” and “Linking NAPLAN 2008 to the Curriculum” to inform program planning;
• greater use of NAPLAN data to identify areas of underperformance; and
• identification of specific teaching strategies to assist students in developing skills in working mathematically.

Our success will be measured by:
• an increasing percentage of students at or above the state average in NAPLAN Year 3 and 5 Numeracy from 2009 – 2011;
• an increasing percentage of students exceeding proficient standard in NAPLAN Year 3 and 5 Numeracy from 2009 – 2011;
• Year 5 students demonstrating growth in NAPLAN numeracy achievement levels commensurate with the state average from Year 3 to Year 5; and
• teaching programs detailing more activities to develop skills in working mathematically.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school and their responses are presented below.

Parent input to the operation of the school is regularly sought through discussion at P&C meetings, as well as the annual surveys. Parents are generally very supportive of the school and feedback was very positive. About 90% of parents felt that Pagewood has a friendly environment with supportive student welfare programs and a fair discipline policy. They also recognised our teachers as setting high standards of achievement and maintaining an academic focus.

82% of parent respondents would like the French program to continue.

A school web-site was developed and is now a valuable resource.

Student responses were very similar to the parents, apart from a lower level of satisfaction in relation to school rules, with only 82% of students believing that the rules are fair.

Staff discussion following completion of the survey indicated that many feel it difficult to maintain the focus on academic areas when there are continual demands made on class time for extra-curricula activities.

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.

Educational and management practice - Learning

Background
To assist with the evaluation of this aspect of the school’s operation the SchoolMap Best Practice Survey of Learning was used. All families and staff were invited to complete the questionnaire. It was also completed by students from Years 3 to 6. Responses were received from 30 parents, comprising 22% of the school’s families.

Findings and conclusions
There was generally strong satisfaction among staff, students and parents with practices designed to optimise student learning.
• More than 95% of parents and staff believed that learning opportunities were provided within a stimulating and secure environment. About 80% of students concurred.
• There was a high degree of satisfaction that students’ learning needs are addressed by the teacher accessing a range of relevant support structures and resources, 78% of students, 85% of parents and 100% of staff.
• All parts of our community acknowledged that our expectations promote excellence. 98% of students felt that they were expected to do their best. A wide range of student success is recognised, shared, valued and built into further learning.
• Far more parents and students (90-95%) felt that students took pride in and responsibility for their learning compared to staff (64%).
• Almost all parents and teachers (95%) felt that students worked in a range of learning activities, sometimes independently and at other times collaboratively. Over 75% of students also recognised that projects and tasks were completed using a variety of group situations.
• 92% of students believed that what they were asked to learn was usually important.
• Students develop and refine their learning strategies through self-assessment and reflection. Of the respondent groups, 82% of students agreed that this usually happened as opposed to only 70% of teachers and 65% of parents.

Future directions
Several key issues emerged from the survey.
• There is a need for improved communication between parents, teachers and students about students’ learning.
• Continued refinement of assessment practices should take into account the importance of student self-assessment and learning.
Curriculum - Mathematics

Background
Mathematics teaching and learning programs have been addressed over the past three years. Resources have been upgraded to better meet the needs of students. All students, 30 parents and class teachers completed surveys.

Findings and conclusions
• All parents and 98% of students believed that mathematics is an important subject.
• 90% of parents believe that their child usually enjoys mathematics. 90% of students from Years 3 - 6 and 95% of K-2 students usually enjoy mathematics lessons. This result is consistent with all our teachers feeling confident in delivery of curriculum and use of an increasing variety of teaching strategies.
• Most parents (98%) feel confident in being able to help their child at home. They also feel their child is developing ability to work mathematically. More than 85% of students in Years 3-6 and 93% of K-2 students felt that they are good at mathematics.
• About 80% of parents feel they understand how mathematics is taught and are satisfied with the amount of mathematics homework their child is given. 78% of K-2 children enjoy having mathematics homework, but only 60% of students in Years 3-6 like it.
• Reporting on student progress was rated as usually satisfactory by about 78% of parents.
• 79% of Years 3-6 students preferred practical activities to textbook work. 80% of parents think that their child benefits from using a textbook.

Future directions
• Many parents would like to have more direct feedback on progress in mathematics between formal reporting periods.
• Student performance in school-based and system-wide assessment will be monitored.
• Teachers will share and reflect on successful teaching strategies.
• Teachers will continue to ensure that students have explicit and systematic learning experiences in applying the strand of working mathematically across other maths strands.

Professional learning
The school receives funds from the DET to provide for teacher release from class and course fees. All funds designated for professional learning were expended. Most professional learning is related to areas identified in the Annual School Report and School Plan as priority areas.

Priority areas included:
• strategies to enhance literacy teaching;
• use of ICT;
• development of leadership skills; and
• service induction for a beginning teacher.

The school development days (SDD) in Terms 1 and 2 enabled staff to take part in activities that supported quality teaching and learning as well as evaluating current policies and practices in the school. The Term 3 SDD was used to update training in cardio-pulmonary resuscitation.

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.

Kylie Chrysostomou, Teacher
Rebecca Hawkes, Teacher
Noni Hoskins, Teacher
Meredith Hines, Assistant Principal
Marella Hogan, Principal
Donna Kerves, Teacher-Librarian
Georgina Lynch, Teacher
Belinda McLean, Assistant Principal
Mary Sandstrom, ESL Teacher
Amy Smart, Teacher
Ashleigh Zee, P&C Representative

School contact information
Pagewood Public School
60 Page St, Botany, 2019
Ph: 0293169313
Fax: 0293164045
Email: pagewood-p.school@det.nsw.edu.au
Web: http://www.pagewood-p.schools.nsw.edu.au
School Code: 3905

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: