Messages

Principal’s message

Pagewood Public School is a wonderful place in which our students learn and grow. We want our students to feel happy, safe and valued.

This year saw the completion of our major building programs and the transformation of our school site. Most of our school facilities are now at a good standard with some buildings outstanding. The cohesive site plan has improved safety, amenity and school image.

Our focus and strength is in building relationships and maintaining engagement with education. Our students are actively involved in and enthusiastic about their learning. They show pride when they do well and they applaud the achievements of their classmates.

I would like to acknowledge the large part that our staff has played in the successful year just passed. All – classroom teachers, support teachers, office staff, student learning support officers, general assistants and cleaners – work with great energy, enthusiasm, professionalism and total commitment in preparing students to embrace a challenging environment and take personal responsibility to strive for excellence.

This annual school report provides details of many of the highlights of 2011 and includes information about future targets and directions. 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

Many thanks to everyone who supported the various activities of the P&C this year. Everything we do is for the benefit of our children.

Our main undertakings have included:

- cake stall on day of state election;
- Easter raffle;
- Easter Hot Cross Buns;
- sausage sizzle;

- Mothers’ and Fathers’ Day Stalls;
- Performance Night supper;
- morning tea for opening of new classrooms;
- trophies for Speech Day and public speaking competition;
- Canteen and Uniform Shop - staffed by volunteers generous with their time;
- reading volunteers; and
- all with the assistance of dedicated staff and our supportive school community.

Funds have been used for:

- purchase of new readers;
- excursion transport subsidy;
- dance troupe paraphernalia;
- talented athletes;
- subsidising Year 5/6 camp and
classroom teaching aids.

Ashleigh Zee, President,
Pagewood Public School P&C Association

Student representative’s message

We are proud to be the captains of Pagewood Public School. In our seven years here, we have seen improvements happening every year.

We are very happy that the new buildings were finished before we left. The new library is a fantastic place for all of us. Every teacher and class is so pleased to have an interactive whiteboard now.

As we pass by next year, we will be interested to see how the new vegetable gardens are growing. The whole school is now looking very attractive.

There have been many interesting events during 2011. The Fun Day in Term 2 stands out for many of us. Other favourite events were the excursion to Canberra and Performance Night. The Student Representative Council (SRC) raised funds for the large clock in the playground.

We would like to thank all the wonderful teachers who have helped us. Everyone in our class is proud of our achievements and we will never forget our time here.

School Captains: Maddison Riley, Shai Walford
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
Total enrolment levels this year have fluctuated around 176 students. The Kindergarten total of 41 was the highest for many years.

![Enrolments Graph](image)

Student attendance profile
The graph below shows that our student attendance rates continue to be much higher than state and regional average.

Our community shows a high level of awareness of the benefits of regular attendance at school.
Exemption forms are submitted when relevant.

![Attendance Rate Graph](image)

Management of non-attendance
Non-attendance of students is managed as follows:

- The need for regular attendance at school is publicised in the newsletter annually.
- Teachers request explanation of all absences and there is liaison between the school and home regarding frequent or prolonged absences or frequent late arrival at school.
- 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.

Class sizes

- Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.
- The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KV</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 1C</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1M</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes
Class groupings are based on the year level of students. The school had two multi-grade and six single-grade classes.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Release From Face-to-Face</td>
<td>0.336</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Supplementation</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.922</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.708</strong></td>
</tr>
</tbody>
</table>

Our 2011 staffing allocation was increased by a ½ day. This followed a successful application for supplementation to assist our ongoing participation in competitive sport. Our effective full-time (EFT) teacher allocation was 10.536. Some positions were filled on a part-time basis.

The school counsellor allocation was 0.15, which is a little less than 1 day per week.

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

Staff retention

One Assistant Principal moved to a new position at the end of Term 4, 2010.

The position was advertised and the successful candidate was a Pagewood teacher. The classroom teacher position was subsequently advertised and filled.

At the end of 2011, four classes were being taught by long-term temporary teachers.

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>
</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.

Date of financial summary: 30/11/2011

**Income**

- Balance brought forward: 64090.00
- Global funds: 205169.00
- Tied funds: 41254.00
- School & community sources: 85829.00
- Interest: 4714.00
- Trust receipts: 6125.00
- Canteen: 0.00

**Total income**: 407181.00

**Expenditure**

- Teaching & learning
  - Key learning areas: 14393.00
  - Excursions: 3979.00
  - Extracurricular dissections: 60626.00
- Library: 5338.00
- Training & development: 3592.00
- Tied funds: 45916.00
- Casual relief teachers: 10368.00
- Administration & office: 33697.00
- School-operated canteen: 0.00
- Utilities: 23100.00
- Maintenance: 22069.00
- Trust accounts: 6125.00
- Capital programs: 7066.00

**Total expenditure**: 236269.00

**Balance carried forward**: 170912.00

The balance carried forward includes a building establishment grant of $88500 which was deposited late in the financial year. The grant will be applied to expenses related to the new administration and library building and will be spent in the 2011–2012 financial year.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Parents’ and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

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.

Year 3: Band 1, lowest, to Band 6, highest for Y3
Year 5: Band 3, lowest, to Band 8, highest for Y5

NAPLAN Results in 2011

- Year 3 students performed strongly in all the NAPLAN tests. Mean marks in all strands were well above the state mean.
- All Year 3 students reached proficiency standard in spelling.
- Year 5 students performed particularly strongly in writing, with the mean mark significantly above the state mean.
- The mean marks for reading and numeracy in Year 5 were close to the state mean.
- Year 5 students performed better in data, measurement, space and geometry than in number, patterns and algebra.

NAPLAN Results – Year 3
NAPLAN Results – Year 5
Progress in numeracy

Minimum standards

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.2</td>
</tr>
<tr>
<td>Writing</td>
<td>92.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.2</td>
</tr>
</tbody>
</table>
Top: Our new entry
2nd: Kindergarten in the new library
3rd: Y2 in new classroom. Recess in the new COLA.
4th: All those new buildings and still plenty of space for active play.
Top: Athletics and Swimming Carnivals
Above left: Our Computer Lab
Above right: Bike safety excursion for Year 3
Left: Measuring growth of corn in the new vegetable gardens
Below left: New Kindergarten student, Caitlin and buddy Maia
Below right: Our gardens are extensive enough to go exploring
Achievements

Arts

Students are offered a range of opportunities in creative and performing arts programs. The school band was thrilled to be awarded a gold trophy at Bandfest. It also performed at assemblies, Performance Night, the Daceyville Big Band Bash 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 Performance Night and Speech Day.

In the Chifley Art Competition, Isabella Pantos and Benn Sheather were awarded second in their sections. Mikayla Barton was highly commended.

Ella Sinclair won an art competition with a “Sustainability” theme.

In Education Week we celebrated “Artist of the Grade”. An auction of class group art was very popular at the Performance Night.

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

In the Number Crunchers competition, Leon Johan Mosi represented our zone at the regional finals. Con Gouskos was the most successful entrant in the “Golden Pii” competition.

The school public speaking program continued to gain strength. Caitlin Matthews and Declan O’Hea were highly commended at the zone final.

Sport

Physical education and daily fitness programs continue to encourage students to develop skills and participate in vigorous activities.

One class achieved diamond level in the Premier’s Sporting Challenge and the other seven classes achieved gold level.

98% of eligible children in Years 2 and 3 participated in the Intensive Swimming Scheme.

Pagewood Public School (PS) participated in Primary Schools Sports Association (PSSA) competitions in netball, soccer, athletics, cross-country and swimming.

A Year 5/6 girls’ team won its division at a Basketball Gala Day.

Sporting achievements included:

Zone AFL representative: Jack Hinds

Zone athletics representatives: Jack Hinds and Tia Hinds.

Zone cricket representative: Mathew Marsh and Benn Sheather.

Zone cross-country representatives: Jack Hinds, Tia Hinds and Brandon Zee.

Zone soccer representative: Keeghan Burke.

Zone swimming representatives: Anthony Candi, Viktoria Kovacs and Benn Sheather.

Area athletics representative: Jack Hinds.

Area cross country representatives: Jack Hinds and Tia Hinds.

Area tennis representative: Lawrence Ha.

Our 11 years boys’ team won its age group at the zone cross country carnival: Brandon Zee, Keeghan Burke, Anthony Candi and Raymond Ha.
Significant programs and initiatives

Aboriginal education

Background
- All classes have participated in Aboriginal cultural events. Aboriginal stories, music and art are integrated across key learning areas.

Findings
- During NAIDOC Week students and staff enjoyed an interactive performance by Ryka Ali involving dance, song, story and musical instruments.
- Teachers used Aboriginal stories as part of literacy programs K-6.
- The Aboriginal art style was studied by Year 2 in preparation for an Education Week display.

Future Directions
- Continue to develop use of library resources and visiting performers to educate all students about Aboriginal history, cultures and current issues.
- Encourage greater focus in Stages 2 and 3 on current issues affecting Aboriginal Australia.
- Engage in a school project to create a “River of Hands”.

Respect and responsibility

Opportunities are provided for all students to develop concepts of respect and responsibility.

Our core rules are implemented throughout the school.

Each class completes lessons from Bounce Back, a program designed to build resilience.

Lessons about digital citizenship enhance students’ knowledge and understanding of how to use the internet and social media responsibly.

Students are explicitly taught No, Go, Tell strategies to keep themselves safe.

Students are encouraged to be responsible for their own behaviour, reinforced by the use of playground logs, the Honour Award system, weekly assembly banner and conduct award.

Respect and responsibility are developed through participation in our kindergarten ‘buddy’ transition program, ANZAC and Remembrance Day ceremonies, wearing red for ‘A Day for Daniel’, Clean Up Australia Day.

Students have the opportunity to be nominated for prefect or the SRC.

Support Teacher, Learning Assistance

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

Anti-racism

The anti-racism contact officer (ARCO) addressed all students about her role.

The School Discipline Policy explicitly states procedures for handling complaints of racism involving students.

Reports of racism to the Anti-racism Contact Officer were at levels similar to the previous year.

Multicultural education

Background
- Pagewood PS has 65 students (35% of total enrolment) from language backgrounds other than English. All students are supported to become part of the school community.

Findings and Conclusions
- Multicultural perspectives are incorporated into all key learning areas.
- Events such as Harmony Day are celebrated annually at a special assembly.
- The English as a Second Language (ESL) teacher provides support to parents who are newly arrived at the school by translating notes and speaking with them in the playground.
- The ESL teacher undertakes professional learning in language teaching and cultural understanding.

Future Directions
- Special events will continue to be celebrated and highlighted.
- Purchase stimulus material for cultural studies in classrooms and signage around the school.

The ESL teacher will continue to support LBOTE students and parents.
Progress on 2011 targets

School results related to the 2011 NAPLAN tests should be considered responsibly, within the context of the relatively small number of children in Year 3 and Year 5.

Target 1

To consolidate improvements in student outcomes in Literacy strands.

Our achievements include:

- The mean score for Year 3 was above the state mean score in all NAPLAN literacy strands, i.e. reading, writing, spelling and grammar and punctuation.
- The mean score for Year 5 was above the state mean score in NAPLAN reading and writing.
- In Year 3, the percentage of students achieving in the proficiency bands exceeded the target of 40% in all literacy strands.
- In Year 5, the percentage of students achieving in the proficiency bands was 32% in reading, 40% in writing, 24% in spelling and 32% in grammar and punctuation.
- Growth from Year 3 to Year 5 was close to the state average in reading and spelling.

Target 2

To consolidate improvements in student outcomes in Numeracy.

Our achievements include:

- The mean score for Year 3 was above the state mean score in all NAPLAN Numeracy strands, that is in numeracy, data, measurement, space and geometry and number, patterns and algebra.
- The mean score for Year 5 was above the state mean score in the NAPLAN numeracy strands of numeracy and data, measurement, space and geometry.
- In Year 3, the percentage of students achieving in the proficiency bands in numeracy was 40%.
- In Year 5, the percentage of students achieving in the proficiency bands in numeracy was 20%.
- Growth from Year 3 to Year 5 in numeracy was slightly above the state mean.

Enjoying literacy and numeracy activities.

Below left: Owen and Seamus; Oliver and Abby.

Below right: Ryan and Benjamin; Vani and Ryan.
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 2011 our school carried out evaluations of teaching and spelling.

Educational and management practice

Pagewood PS is committed to providing a high quality teaching and learning environment for its students.

Background

To assist with the evaluation of this aspect of the school’s operation, the SchoolMap Best Practice Survey of Teaching was used.

All families and staff were invited to complete the questionnaire, which was distributed with the weekly newsletter. It was also completed by students from Years 4 to 6. Responses were received from 48 parents, comprising 36% of the school’s families.

Findings and conclusions

An analysis of teacher, student and parent surveys revealed the following findings in relation to teaching:

- There was a strong sense of partnership between the school and its community in the education of its children, particularly in regard to the relevance of curriculum.
- All teachers reported that they consider students’ interests, needs and activities when planning teaching strategies. This was evident to the 83% of parents and 82% of students who agreed.
- 94% of parents believed that our students are provided with relevant curriculum.
- Parents, staff and students overwhelmingly recognised the use of effective classroom management strategies by teachers to maximise student learning - 88% of parents acknowledged that the way the teacher managed the class helped students to learn.
- Student achievement is measured against syllabus outcomes. Only 70% of students felt that they understood how their learning would be assessed.
- Teachers use a range of assessment strategies to assess students’ knowledge, skills and attitudes. 85% of parents found the reporting process provided clear information.

Future directions

Analysis of the information collected indicated the following areas for development:

- Constant reflection on students’ interests, needs and activities is needed when planning teaching strategies, to ensure engagement of all students.
- A priority for professional learning in the 2012-2014 School Improvement Plan will be enhancing application of elements of the Quality Teaching framework.
- Students’ understanding of intended outcomes and how they will be assessed could be strengthened by explicit clarification as part of the teaching/learning cycle.

Curriculum: Spelling

Background

A survey was developed and completed by all teachers and students in Years 4 and 5. In addition, the survey was distributed with the weekly newsletter. Responses were received from 48 parents, comprising 36% of the school’s families. Data from NAPLAN was also examined.

Findings and conclusions

- There was 100% agreement from students, parents and teachers about the importance of learning to spell.
- 71% of parents felt their child’s spelling was at a satisfactory level for his/her age. 90% had seen improvement in their child’s spelling this year. 80% of teachers rated their class results as “quite good”.
- Only 51% of students stated that they were good at spelling, although 84% said that they had improved this year.
- If needed, 63% of students would ask for help during class spelling activities.
- Reports, interviews, work samples and homework informed 92% of parents about their child’s progress in spelling.
- Resources associated with NAPLAN informed the teaching programs of 80% of teachers.
• The rate of parent satisfaction with spelling homework was above 90%.

• More than 88% of students rated spelling work as neither too easy nor too hard.

• Only 50% of teachers felt confident in their knowledge of varied strategies for use in teaching spelling.

Future directions

• Ensure that the professional learning plan addresses the selection and sequencing of effective teaching strategies by teachers.

• Ensure that class programs build on what students can do and explicitly teach spelling knowledge and skills.

• Provide class activities which cater for the diversity of student needs.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Responses showed general satisfaction with the programs and procedures operating in the school. A summary of key points is presented below.

• More than 92% of parents believed that they were welcome to discuss concerns, that the school focused on literacy and numeracy, that a reasonable range of extra programs was offered and that students should be reminded to wear uniform correctly.

• Generally the students’ response rates were similar, apart from only 43% feeling that they should be reminded to wear uniform correctly.

• Parent support for the French program increased from 75% in 2010 to 83% in 2011. Only two students (4%) disagreed that “it’s good that we can do French”.

• Parents generally had a different view from students and teachers regarding whether teachers took action if bullying was reported to them. 70% of students ticked “Yes” and another 27% marked “Partly”, a total of 97% of students feeling that some response to bullying occurred. The parent response rate was 60% marking “Yes” and another 9%

marking “Partly”. No teachers were aware of bullying being ignored. The variance found in this item may mean that more communication with parents is needed after reports of bullying are dealt with.

• Only one student felt school rules were not fair. Another 26% marked “Partly” and during discussion noted that the rules they did not like were “No running in the courtyard” and “No Hat, No Play”. The safety value of these rules was acknowledged by most students during the discussion.

• The MySchool web-site would influence school choice for less than 60% of parents.

Professional learning

Teachers attended school development days held on the first days of Terms 1, 2 and 3 and on the last two days of the school year. Topics for these days included Teaching Data and Measurement, Anti-Bullying Policy Review, Information and Communications Technology (ICT), reviewing current approaches to teaching literacy and compliance training: Keep Them Safe, Code of Conduct, CPR, Occupational Health and Safety and anaphylaxis.

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

Early Stage 1 and Stage 1 teachers completed a regional curriculum project focused on Teaching Early Numeracy.

Teachers from Years 1-6 worked with a literacy consultant to developing skill in teaching procedural writing.

Teachers also undertook professional learning organised by Sydney Region. Topics included Information and Communications Technology, Drug Education, Road Safety and Teaching Measurement and Data.

The ESL teacher, STLA, sport co-ordinator, teacher-librarian and computer co-ordinator also attended network meetings regular, focusing on issues relevant to these specialist areas.
School planning 2012—2014

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

School priority 1

Outcome for 2012–2014: Literacy/Numeracy

Application of evidence-based professional learning, practices and programs will lead to increased levels of student achievement in Literacy and Numeracy.

2012 Targets to achieve this outcome include:

- Increase the percentage of students in Years 3 and 5 achieving in the NAPLAN proficiency bands.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Average 2008-11</th>
<th>2012 target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>57%</td>
<td>59%</td>
</tr>
<tr>
<td>Writing</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

- Increase the percentage of students in Early Stage 1 and Stage 1 achieving school-based end of stage benchmarks.

<table>
<thead>
<tr>
<th>PM Benchmark Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1: Level 8</td>
</tr>
<tr>
<td>2009-2011 av: 70% 2012: 75%</td>
</tr>
<tr>
<td>ES1: Level 18</td>
</tr>
<tr>
<td>2009-2011 av: 10% 2012: 15%</td>
</tr>
<tr>
<td>S1: Level 25</td>
</tr>
<tr>
<td>2009-2011 av: 70% 2012: 75%</td>
</tr>
<tr>
<td>S1: Level 30</td>
</tr>
<tr>
<td>2009-2011 av: 20% 2012: 25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeting Early Numeracy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1: Perceptual</td>
</tr>
<tr>
<td>2011: 100% 2012: 100%</td>
</tr>
<tr>
<td>ES1: Figurative</td>
</tr>
<tr>
<td>2011: 23% 2012: 25%</td>
</tr>
<tr>
<td>S1: Counting on &amp; back</td>
</tr>
<tr>
<td>2011: 95% 2012: 97%</td>
</tr>
<tr>
<td>S1: Facile</td>
</tr>
<tr>
<td>2011: 72% 2012: 75%</td>
</tr>
</tbody>
</table>

- The percentage of students in Years 1 - 6 demonstrating higher achievement levels in HSIE and Science and Technology will increase.

<table>
<thead>
<tr>
<th>QTF elements</th>
<th>Average 2011</th>
<th>2012 target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Level 2</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Level 3</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Level 4</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 5</td>
<td>&gt;1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Strategies to achieve these targets include:

- Use data to inform the planning/implementation/assessment cycle.

- Support K-2 teachers in continuing to implement principles introduced in the 2011 Targeted Early Numeracy (TEN) project.

- Identify students in Y1 who show academic potential but who seem to be at risk of not achieving their maximum achievement level and deliver the Being Excited About Reading (BEAR) program.

- Build the capacity of S2 and S3 teachers to better plan, deliver and evaluate the teaching of reading and specifically comprehension through participation in the Sydney Region project: Focus on Reading – Comprehension

School priority 2

Outcome for 2012–2014

Students are continually inspired toward higher achievements by rich tasks planned using the elements of the Quality Learning Framework (QTF) and which incorporate authentic assessment.

2012 targets to achieve this outcome include:

- Teachers will demonstrate a deeper understanding and application of elements of the QTF resulting in an increase in the average coding of QTF elements applied in their teaching, as outlined in “Quality Teaching in NSW Public Schools: A Classroom Practice Guide”.

<table>
<thead>
<tr>
<th>QTF elements</th>
<th>Average 2011</th>
<th>2012 target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Level 2</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Level 3</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Level 4</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 5</td>
<td>&gt;1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

- The percentage of students in Years 1 - 6 demonstrating higher achievement levels in HSIE and Science and Technology will increase.

<table>
<thead>
<tr>
<th>Average 2011</th>
<th>2012 target</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>4%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>B</td>
<td>25%</td>
</tr>
<tr>
<td>A</td>
<td>&gt;1%</td>
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</tr>
</tbody>
</table>
Strategies to achieve these targets include:

- Professional development staff meetings will focus on developing knowledge of QTF elements.
- Stage teams will annotate and enhance published COGS units to explicitly apply elements of the QTF.
- Use QT resources to develop skills in coding of lesson implementation.
- Executives will support staff in identifying QT elements with which they need support.
- Teachers use the QT matrix to evaluate their own and peers’ pedagogy.

School priority 3

Outcome for 2012–2014

There will be increased school leadership capacity in leading and managing the development and performance of staff to improve teaching and learning and maximise student achievement.

2012 Target to achieve this outcome:

Increase from 10% to 20% the percentage of teachers who demonstrate interest, capabilities and experience as educational leaders through strengthened knowledge and application of role responsibilities and key capabilities.

Strategies to achieve this target include:

- Encourage aspiring leaders to engage with Sydney Region projects developing skills in leading curriculum change.
- Identify teachers with expertise and/or willingness to support peers and develop structures to capitalize on the talents of these teachers.

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.

H Best, Assistant Principal (relieving)
K Chrysostomou, teacher
L Cole, teacher
R Hawkes, teacher
M Hogan, Principal
K Holleley, teacher
N Hoskins, Assistant Principal
M Jaksic, teacher
D Kerves, Assistant Principal (relieving)
A Linich, P&C representative
G Lynch, teacher
D Maroske, teacher
M Sandstrom, ESL teacher
S Van De Linde, teacher

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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: