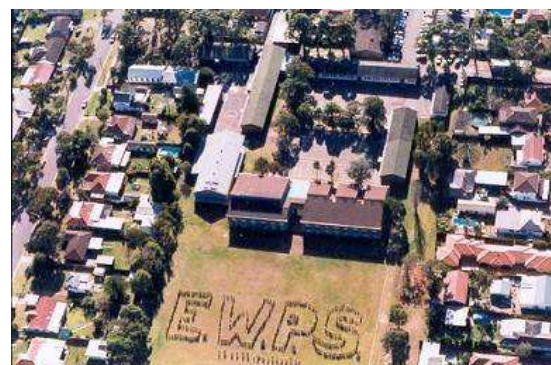


2009 Annual School Report Engadine West

NSW Public Schools – Leading the way



Our school at a glance

Students

Our enrolment at the end of 2009 was 717, including 372 boys and 345 girls. 96.0% per cent of students attended school on average each school day. This was similar to daily attendance in 2008.

In 2009 we had 28 classes. Average class sizes were:

Kindergarten	22
Year 1	24
Year 2	24
Year 3	27
Year 4	27
Year 5	29
Year 6	27

Staff

The school had 35.59 members of staff. This included 5 executive staff, 24 classroom teachers and 6 specialist staff and 7 SASS staff.

The staff average daily attendance rate was 96.9%.

Approximately half our staff holds degree level qualifications with the remainder qualified to diploma level. Some staff have achieved or are working towards a master's degree.

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

Significant programs and initiatives

Engadine West Public School ran a number of programs to give students extra educational support throughout 2009. These were:

- WESTGATE Gifted and Talented Program
- Band Camp
- COSOTP Launch
- School environmental garden
- Origo Go Maths Program
- Whole school Public Speaking Competition
- Linkages Stage 3 Literacy Program
- Linkages Stage 2 Mathematics Program
- Little Leader (Student Newspaper)
- iAchieve Online Student Assessment.

Student achievement in 2009

Literacy – NAPLAN Year 3

In 2009, 117 students from Year 3 sat for the National Assessment Program literacy assessment.

Year 3 results from NAPLAN literacy tests indicated that 70% of students were placed in the top three skills bands in comparison to 68% of the State. 5% of Year 3 students were placed in the bottom two skill bands compared to 7% of the State.

Numeracy – NAPLAN Year 3

Year 3 results in NAPLAN numeracy tests indicated that 58% of Year 3 students were placed in the top three skill bands in comparison to 55% of the State. 9% of Year 3 students were placed in the bottom two school bands compared to 13% of the State.

Literacy – NAPLAN Year 5

In Year 5, 89 students sat for the NAPLAN test.

Year 5 results in NAPLAN literacy tests indicated that 79% of the Year 5 students were placed in the top three skill bands in comparison to 71% of the state. 14% of Year 5 students were placed in the bottom two skill bands compared to 17% of the State.

Numeracy – NAPLAN Year 5

Year 5 results in NAPLAN numeracy tests indicated that 70% of Year 5 students were placed in the top three skill bands in comparison to 66% of the State. 8% of Year 5 students were placed in the bottom two skill bands compared to 19% of the State.

Messages

Principal's message

Engadine West Public School is situated at the southern end of the Sutherland Shire in close proximity to the Royal National Park. In 2009 the school became a foundation member of the "Community of Schools on the Park." This initiative has not only enhanced the learning opportunities of our students but has allowed us to showcase public education.

The experienced and dedicated staff work tirelessly to provide quality education in a safe and stimulating environment. Engadine West Public School enjoys strong community support with an active P&C and parents who work in partnership with the school to provide the best possible educational opportunities.

The positive reputation enjoyed by the school in the local community is reflected by the fact that the total student enrolment has grown to over 700 students during 2009.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Garry Royston

P&C and/or School Council message

Engadine West Public School Parents and Citizens' Association (P&C) proudly supports our school community through fundraising and other activities.

2009 has seen the completion of canteen renovations and the opening of the new Care Centre Building which was purchased by the P&C.

The P&C also organises the School Uniform Outlet, Student Banking and School Book Club.

Engadine West Before and After School Care Centre and School Canteen are also managed by the P&C, with the canteen running very successful "Red Light Days" throughout the year.

Funds were given to the school to complete the basketball rings and line marking underneath the COLA.

The P&C also donated funds towards the Year 6 Farewell.

Mrs Nicole Hendry P&C President.

Student representative's message

This was the third year that the student representative council has been very pleased to sponsor a child in Africa through Plan International. Our fundraising for this commitment was to hold a school mufti day called "Come As Your Future". The students dressed as what they aspired to be in their future lives.

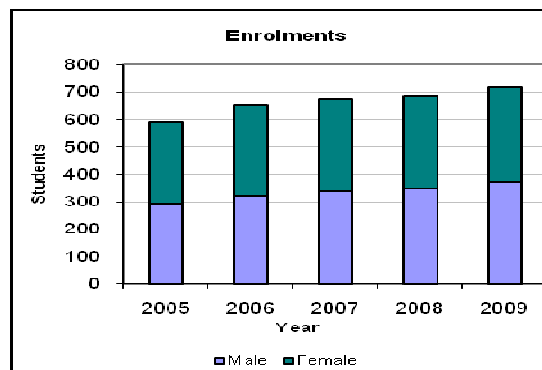
The student council meets to discuss issues relating to improving our school. One of the issues addressed was choosing a name for our internet school newsletter. Through our active roles in school functions we are able to promote leadership skills and good citizenship. We feel proud to represent our school.

Engadine West SRC

School context

Student information and enrolment profile

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



Student attendance profile

	Year	2009
School	K	95.3
	1	96.3
	2	96.2
	3	95.8
	4	95.4
	5	94.4
	6	94.2
	Total	95.5
Region	K	95.4
	1	94.9
	2	95.1
	3	95.2
	4	95.1
	5	95.3
	6	94.5
	Total	93.7
State	K	94.3
	1	93.7
	2	94.0
	3	94.1
	4	94.0
	5	94.0
	6	93.6
	Total	92.1

Management of non-attendance

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

The school Principal or their delegate will undertake all reasonable measures to contact parents promptly of an unexplained absence occurring. If there are ongoing issues regarding attendance then the school Principal or delegate will contact the parents in writing and inform them of concerns and a referral will be made to the home school liaison officer.

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.

Structure of classes

Roll Class	Year	Total per Year	Total in Class
1B	1	24	24
1M	1	24	24
1R	1	24	24
1S	1	24	24
1SD	1	24	24
2A	2	24	24
2D	2	24	24
2L	2	23	23
2M	2	24	24
3/4H	3	8	28
3/4H	4	20	28
3B	3	27	27
3D	3	28	28
3P	3	27	27
3R	3	27	27
4B	4	28	28
4T	4	28	28
4W	4	26	26
5C	5	29	29
5G	5	29	29
5H	5	29	29
6B	6	29	29
6E	6	28	28
6M	6	28	28
KB	K	21	21
KD	K	21	21
KF	K	21	21
KJ	K	21	21
KS	K	22	22



Stage 3 “Gold Rush Day” is a quality teaching and learning task.

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

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teachers	24.0
Teacher Part-Time	1.2
Teacher of Reading Recovery	0.63
Support Teacher Learning Assistance	0.3
Teacher Librarian	1.2
Teacher RFF	1.26
Counsellor	1.0
Total	35.59

The indigenous composition of the school's workforce is one classroom teacher.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	89
Postgraduate	11



Creative artists are provided with quality learning tasks to develop their talent.

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:	30/11/2009
Income	\$
Balance brought forward	219 560.13
Global funds	272 671.38
Tied funds	165 869.99
School & community sources	228 150.67
Interest	8 119.36
Trust receipts	23 376.95
Canteen	0.00
Total income	917 748.48
Expenditure	
Teaching & learning	
Key learning areas	85 120.71
Excursions	83 054.70
Extracurricular dissections	78 983.05
Library	11 688.87
Training & development	8 598.70
Tied funds	157 885.16
Casual relief teachers	89 813.05
Administration & office	86 214.96
School-operated canteen	
Utilities	39 305.95
Maintenance	25 795.93
Trust accounts	23 376.95
Capital programs	54 435.00
Total expenditure	744 273.03
Balance carried forward	173 475.45

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Engadine West PS continues to provide quality programs and superior opportunities for students through its performing arts program which includes Junior and Senior Band, Year 2 Choir, Year 4 VOICE Choir, Year 1 Dance group and recorder groups. Every student from Kindergarten to Year 6 was given the opportunity to perform in Education Week to celebrate Open Day in Term 2.

- All students K-6 were given the opportunity to participate in the Footsteps Dance program. Students learned a variety of dance style which culminated in a concert in Term 2 for Open Day.
- The Junior and Senior Band comprised 85 students in Years four, five and six. Quality performances included Education Week activities at Miranda Fair Shopping Centre, Sutherland Shire School's Music Festival and a performance at Cronulla Plaza. All band members attended an intensive three day camp in the Royal National Park to develop musicianship and teamwork skills.
- Two students were selected into the Sydney Region Concert Band and performed at the Sydney Opera House after attending regional band camp at Fitzroy Falls. The Sydney Region band performed at the Opening of the Academic School Year at the Sydney Town Hall, 'Not Just a Brush' opening at Hazelhurst Regional Arts Gallery, and foyer entertainment at the Sydney Entertainment Centre.
- 2009 saw the continuation of the Vocal group called VOICE (Vocalists of Impressive Choral Expertise) which boasts 60 students from Years 4. The group performed at school ceremonies and assemblies and had strong representation in the Sutherland Shire Schools Music Festival.
- Students from Stage 3 were selected to perform in the regional gifted and talented arts project "Create" as dancers at the Sutherland Entertainment Centre.
- The Year 2 Choir, Year 4 VOICE group and the Year 1 Dance Group (Robots) had the

experience of performing at the Sutherland Shire Schools' Music Festival at the Sutherland Entertainment Centre in August. Several Year 2 choir students also represented Engadine West through dance at the festival.

- Engadine West was represented by two students in the Zone Public Speaking Final. One student received an award for commendable participation in the Stage 3 final.
- Three students who submitted artwork for the Sutherland Shire Schools Music Festival art competition successfully had their artworks published on the cover of the 2009 program. These items were displayed in the Sutherland Entertainment Centre foyer.



Additional shade is provided by our new covered outside learning area.

Sport

2009 has been an outstanding year for sporting success at Engadine West Public School. The school believes in maximising student participation and providing opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

We are extremely proud of student achievement in the following areas:

- The Junior Rugby League Team won the Engadine Zone Gala Day. The Open Rugby League Team won the ET Shield and the Sharks Knockout. The Open Team represented the Sutherland Shire at the NSW All Schools Carnival and the State Legends of League.
- The Senior Girls Oz-Tag team won the Engadine Zone PSSA competition. The Senior Boys and Junior Girls placed second.

- The Boys hockey team were joint Engadine Zone PSSA competition winners.
- The Girls T-Ball won the Engadine Zone PSSA competition.
- The Junior and Senior Soccer Football teams won both Engadine Zone PSSA competitions.
- Student representation at State level in cross country, soccer, softball, touch, swimming, Rugby League and athletics.
- At National level we had one student represent in cross country and two students represent in athletics.
- Stage 1 and 2 students participated in the Intensive Learn to Swim program and achieved much improved proficiency.
- The school ran programs in Rugby League, golf, cricket, oz-tag, soccer, basketball, and dance to promote fitness, skill development and sportsmanship.
- The school held workshops and talks on surf safety, healthy lifestyles, goal setting and overcoming obstacles with visits from lifesavers, Rugby League development officers and a former Australian soccer captain.
- Our school entered the NSW PSSA knockouts in soccer, Rugby League and netball.
- School participation in the Engadine Zone PSSA competition included eight Oz-Tag, two soccer, four netball, two hockey, two cricket, and two t-ball and two boys and girls softball teams. This enabled over two hundred students to represent the school achieving the highest participation levels in Engadine Zone PSSA competitions.

Other

Engadine West Public School provided a range of additional enrichment activities for students. These included:

- Camps for Year 5, Year 6 and school band
- External academic competitions
- Special celebrations including Easter activities, Education Week Open Day and Stewart House Fundraiser.
- External academic competitions.

Academic

In the National Assessment Program, the performance of students is reported in skill bands ranging for Year 3 from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or for Year 5 from Skill Band 3 to Skill Band 8 (highest for Year 5).

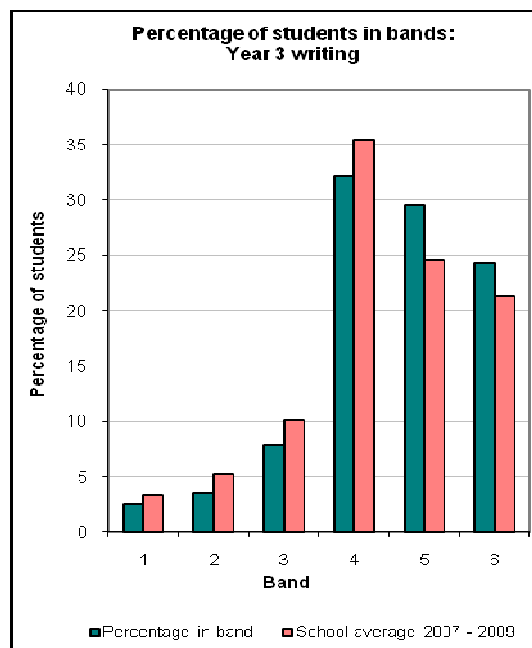
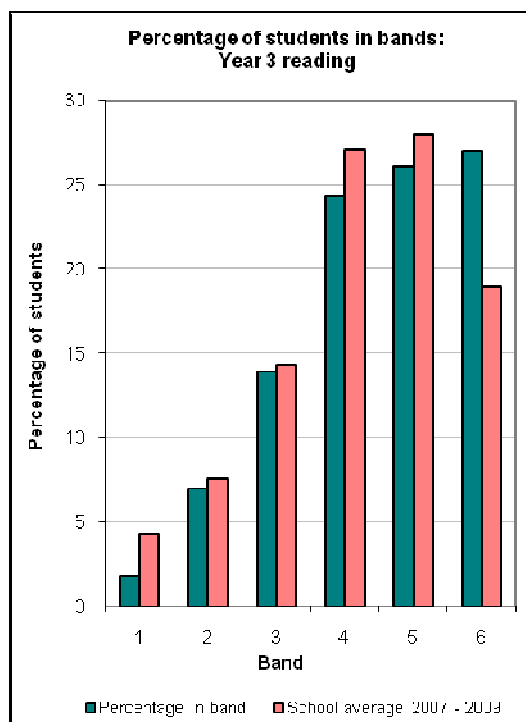
Literacy – NAPLAN Year 3

Year 3 results in literacy indicated that 70% of students were placed in the top three skills bands in comparison to 68% of the State. 5% of Year 3 students were placed in the bottom two skill bands compared to 7% of the State.

Areas of strength demonstrated by students in Literacy included;

- connecting information contained in a text
- identifying word meaning
- making inferences

Year 3 had no major areas of weakness compared to the State.



Numeracy – NAPLAN Year 3

Year 3 results from Numeracy indicated that 58% of Year 3 students were placed in the top three skill bands in comparison to 55% of the State. 9% of Year 3 students were placed in the bottom two school bands compared to 13% of the State.

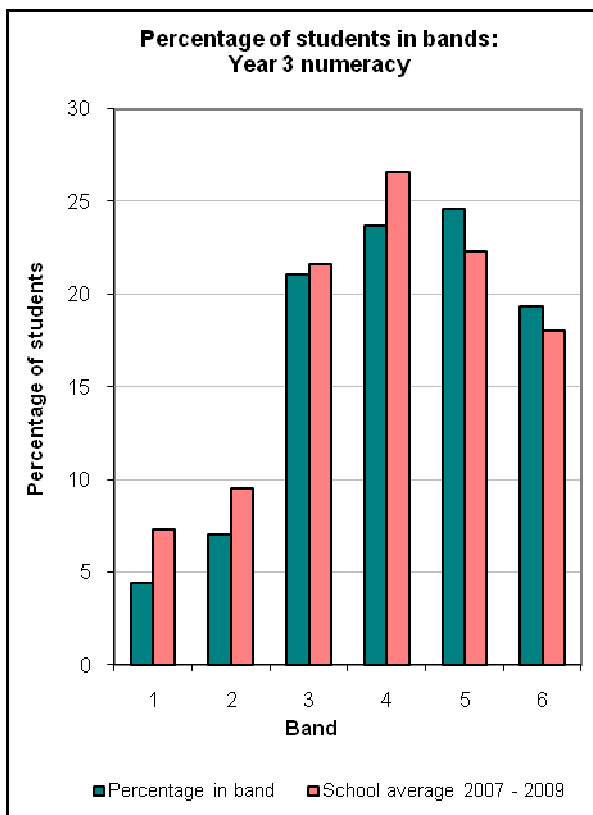
Areas of strength demonstrated by Year 3 students in Numeracy included:

- reading time and a calendar
- analysing data in tables and problems
- manipulating subtraction operations

No areas of major areas of weakness were demonstrated by Year 3 students in Numeracy.



Our concert band performs throughout the year at many events and venues.

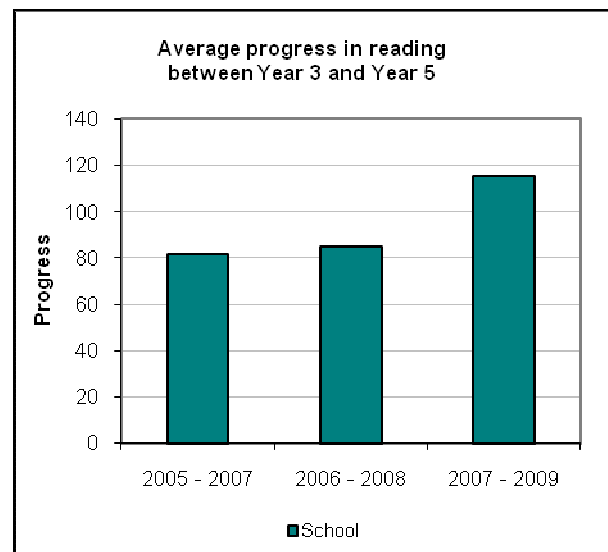
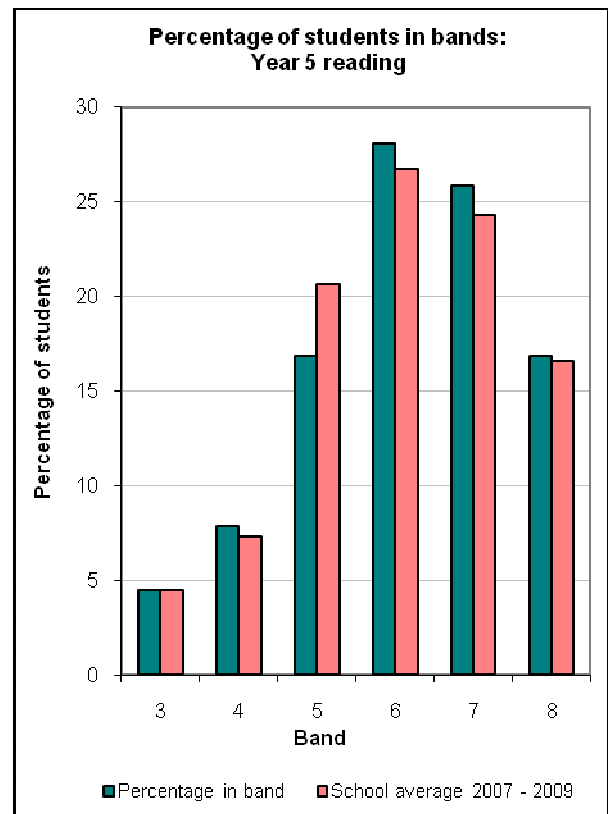


Literacy – NAPLAN Year 5

Year 5 results in Literacy indicated that 79% of the Year 5 students were placed in the top three skill bands in comparison to 71% of the state. 14% of Year 5 students were placed in the bottom two skill bands compared to 17% of the State.

Areas of strength demonstrated by Year 5 students in Literacy included:

- Identifies the subject in a text
- Interprets pronoun references
- Identifies technical meaning



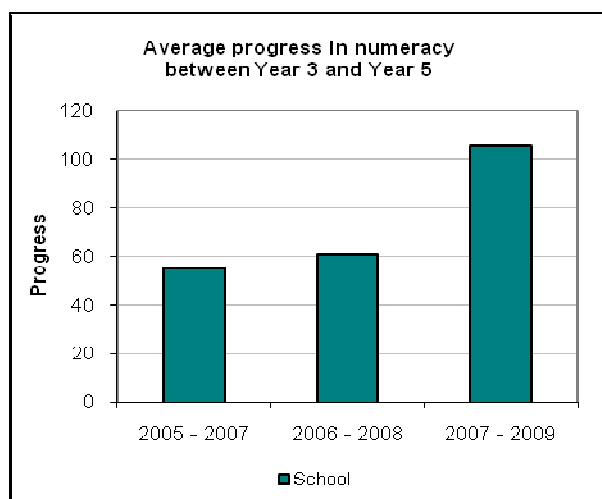
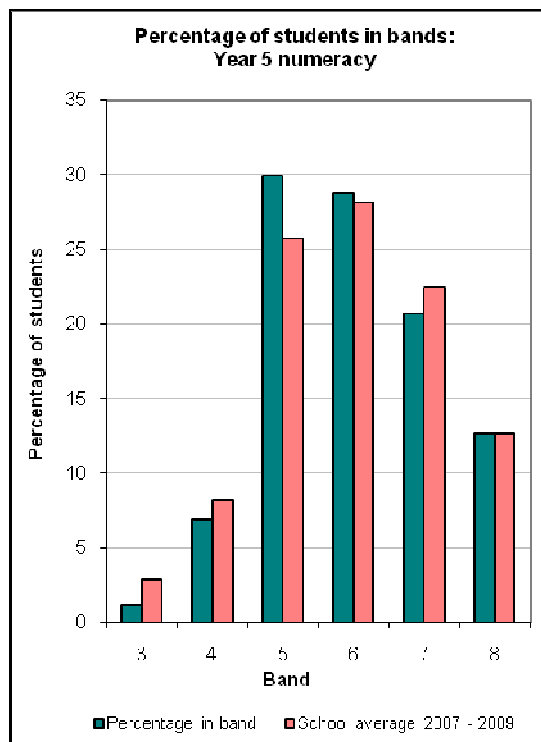
Numeracy – NAPLAN Year 5

Year 5 results from numeracy indicated that 70% of Year 5 students were placed in the top three skill bands in comparison to 66% of the State. 8% of Year 5 students were placed in the bottom two skill bands as compared to 19% of the State.

Areas of strength demonstrated by Year 5 students in numeracy included:

- matching data in a column graph and a table
- number of faces on a solid

Year 5 showed no major areas of weakness in numeracy as compared to the state.



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 2009

Percentage of Year 3 students achieving at and above minimum standard	
Reading	98
Writing	97
Spelling	98
Punctuation and grammar	96
Numeracy	96

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students achieving at and above minimum standard	
Reading	96
Writing	95
Spelling	95
Punctuation and grammar	95
Numeracy	99

Significant programs and initiatives

Aboriginal education

Our school provides support for Aboriginal students. This year the school provided a program for several Aboriginal students funded through the Aboriginal Education Program. The program was conducted over three terms and the students worked on their literacy and numeracy skills through quality picture books that had aboriginal perspectives included. The program also contained a homework session where the students were able to ask questions and receive support with their homework.

Our school also developed an aboriginal outdoors education area. The area contains pathways that weave like the Rainbow Serpent around garden beds of native plants many of which are indigenous to the local area. Buddy classes planted areas of the garden and are responsible for their watering and maintenance. There are quiet areas for whole classes to sit and learn about the aboriginal culture using the education area.



Respect for different cultures is valued.

Multicultural education

Multicultural perspectives continue to be integrated into many aspects of the school curriculum.

To celebrate Harmony Day this Year all the students made and displayed an installation. Each student created 3D "Egg Person" mounted on skewers. The artworks were inserted into the ground and when viewed from above, made an outlined shape of Australia. The installation was then photographed from above with students participating in the celebration of Harmony Day.



School is caring place.

Respect and responsibility

At our school the Restorative Justice Initiative promotes individual responsibility. It focuses on problem-solving and repairing the harm done by an offender. It allows the victim's rights and needs to be recognised. The offender is encouraged to take responsibility and be accountable to demonstrate empathy in helping to repair harm done.

The school belongs to a community of schools that meet on a regular basis to discuss and share ideas about restorative justice.

Progress on 2009 targets

Target 1

To improve our students' literacy learning outcomes.

Professional learning meetings dedicated to the development of best teaching practices in program design and the delivery of quality literacy teaching and learning has resulted in improved student learning outcomes.

Our achievements include:

- Participation in professional learning projects "Kindergarten a Good First Year", "Best Start" and "Growing the Gains" and sharing professional learning to improve teaching programs. Also, purchasing and developing relevant resources to support these projects.
- Prioritising levelled reading resources that supplement COGS units and expanding our guided reading programs.
- Conducted an analysis of our NAPLAN and standardised testing results and teacher judgement of student performance. Professional learning sessions were dedicated to the identification of student cohort strengths and weaknesses and the development of programs designed to reflect best quality teaching and learning programs to address these needs.
- Amending the school's literacy policy to reflect improvements in our literacy programs and scope and sequence.
- Provided parent learning sessions regarding best teaching practice in literacy.
- Established further networks between primary schools to share expertise and professional learning by hosting network project meetings.

Areas needing further attention in 2010 include:

- Literacy NAPLAN results will show 80% of Years 3 and 5 students performing in the upper three skills bands and a further decrease in the percentage of students performing just at or below a basic skill level.
- Providing clear and accurate assessing and reporting procedures.
- Raising the profile of literacy by assessing student performance in literacy programs, assessments and competitions and the promotion of student achievement through publicising results and rewarding excellence and improvement.

- Publishing an updated school literacy policy that reflects improvements in teaching and learning programs.



Strengthening literacy and numeracy skills remains a focus.

Target 2

To strongly promote the use of technology as a learning tool.

Engadine West Public School has witnessed extensive progress in technology and ICT in 2009. A very active ICT committee:

- Led the installation of 13 Interactive Whiteboards and provided teacher professional learning for teacher using an IWB.
- Held numerous Teacher Professional Learning meetings on IWB training, DET staff portal applications, email, calendar and meeting requests and Information Literacy.
- Completed a new ICT scope and sequence plan for K-6 classes that reflect the changing needs of today's students.
- Developed units using ICT and file management systems that maintain consistency across the school.
- Engaged the DET fleet manager to inspect classrooms and install 9 IWB's
- Audited computer hardware to assess student-computer ratios and distributed equitable PCs across the school.
- Identified locations for the roll out of 25 new computers based on audit of student to computer ratios.
- Installation of two new laser printers located in the staffroom and Year 4 block.
- Due to the building works for the Building Education Revolution, dismantled and relocated the library computer lab.
- Led the establishment of class wikis in Year 4, Year 5 and Year 6.

- Implemented an innovative Google calendar used by teachers and admin staff to track all events across the school.
- Established a school Delicious account to store and share bookmarks.
- Changed classroom practice by implementing IWBs into Stage 2.

Areas needing further attention in 2010 include:

- Professional cabling of classrooms that received an Interactive Whiteboard in 2009.
- Implementation and evaluation of the new ICT scope and sequence.
- Holding regular professional development sessions for staff to improve technological skills.

Target 4

Be a more environmentally aware school.

By implementing an environmental education plan we hope to reduce water and waste consumption and reduce electricity usage. Also, we plan to promote student and community environmental awareness.

Our achievements include:

- Successful application for the National Solar Grant.
- The relocation of the rainwater tanks and connection to the Infants and Junior Primary toilet blocks for use in flushing the toilets.
- The installation of solar panels and Hot-e Web Box to monitor the schools solar electricity production.
- Establishment of an Aboriginal themed, quiet, native, garden area with picnic tables.
- Involvement by all children in the school, K-6, in the planting of native seedling plants in the garden and ongoing watering using water from rainwater tanks.
- Raising awareness of environmentally responsible practises through education.
- Fundraising for environmental projects through the "Greening Gold" initiative.
- As a member of the Community of Schools Project we were involved in activities run by the Environmental Education Centre.
- Establishment of Stage 3 Environmental responsibilities roster, including paper recycling, gardening, water monitors, playground clean-up monitors.
- Participation in Clean-Up Australia Day.

- Introduction of low waste lunch day once a month which saw a significant reduction in rubbish collected in our bins.
- Posters placed in all rooms- "Turn off the lights and fans when leaving the room."
- Ink cartridge recycling.

Areas needing further attention in 2010 include:

- Increase the number of low waste lunch days- "Take Home Tuesdays".
- Improved bin design to assist with playground cleanliness.
- Plastics and tin recycling program
- Growing of plants in the greenhouse for use in the canteen.
- Ongoing participation in the Community of Schools Project.
- Improve Environmental Education resources and incursions.
- Change to environmentally friendly fixtures and fittings such as half-flush toilets, self turning off taps.
- Reporting on water and electricity savings and other environmental practices being undertaken in our school in the newsletter and Little Leader.
- Ongoing maintenance of established gardens.

Target 5

Share expertise and grow together with our fellow members of the Community of Schools on the Park.

The establishment of the Community of Schools on the Park (COSOTP) has been a major accomplishment in 2009. The COSOP has seen 12 schools involved working together and sharing expertise.

Our achievements include:-

- Holding of a very successful COSOTP launch at Engadine west PS where talented students from all the schools showcased their skills.
- Implemented a very successful COSOTP combined development day in Term 3 where all schools came together to share professional development activities.
- Strengthening of the school's Linkages program with students from grades 4-6 being involved in literacy, numeracy and Gifted and Talented activities at both Engadine and Heathcote High Schools.

- Student enrolment figures at Engadine west PS have increased to nearly 730 students in 2010 resulting in the school being reclassified as a P1 school.
- A strong focus on Environmental Education with the establishment of a new school garden, connection of school water tanks to the various toilet blocks and the installation of solar panels to assist with the generation of electricity for the school.

Areas needing further attention in 2010 include:-

- Painting of a COSOTP mural in Engadine Town Centre.
- Consolidation of a combined COSOTP band with representation from all schools.
- Combined environmental program for students in the 12 schools utilising the Environmental Education Centre in the Royal National Park.



Additional shade is provided by our new covered outside learning area.

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 "Teaching".

Educational and management practice

Background – "Teaching"

The area of Teaching was selected for evaluation in 2009 as a result of a number of changes to staff and teaching practices over recent times. All stakeholders (students, staff and parents) were invited to participate in a selection of surveys. The instruments used to evaluate the area of school management were the School Map Best Policies Survey and School Life Survey.



Our highly successful programs in sport demonstrate excellence.

Findings and conclusions

The data collected and analysed indicated strength in the following areas:

- Students believed that the material and concepts they learn are important and relevant to them.
- Teachers plan activities that are interesting and help the students learn.
- Students feel confident in attempting new concepts taught.
- Teachers through professional development support are always trialling and evaluating their own teaching practices.

Future directions

From the above information, the following strategies will be implemented in the future:

- Staff will be effectively inserviced and mentored on the use of the recently installed interactive whiteboards.
- Teachers will be given numerous opportunities throughout the year to share best practices and support each other in their teaching.
- The school Welfare Policy will undergo a whole school evaluation to ensure that both positive and negative discipline practices meet the needs for the students.
- Parents will be invited to various curriculum inservices and information sessions to ensure they understand the needs of their children and how they can best help them at home. This will foster teachers and parents working in partnership to achieve student outcomes.

Curriculum

Environmental Education

Background

2009 saw the implementation of the schools environmental management plan. The SEMP was designed by the Environmental Education committee in consultation with the whole school community. Its aims included:

- Developing environmental sensitivity, understanding, problem solving skills and values in students by providing examples in their immediate environment before introducing them to complex environmental problems
- Providing hands on experiences
- Enabling students to play a role in the planning of their learning experiences and opportunities to accept responsibility for project
- Being a more environmentally friendly school
- Planning, development and implementation of environmentally sustainable projects.
- Reducing, reusing and recycling whenever possible to minimise our environmental impact.

During 2009 projects have been undertaken and strategies have been implemented to significantly improve our schools contribution to greening initiatives and raise the profile of Environmental Education in our school. These include:

- Effective use of rain water from tanks to reduce school's water bill by connecting them to toilet blocks.
- Installation of solar panels to reduce power usage from the main grid and provide an educational opportunity for students to monitor our storage and use of solar energy.
- Establishing Student Leadership groups for environmental projects within the school.

Findings and conclusions

All staff and students supported and participated in the Environmental Education Native Garden Project. Over 700 native plants were successfully planted to create a new Dharawal themed learning space for students.

All Stage 3 students participated in Environmental Education Groups and significantly improved our school's environment through recycling, water and electricity management and gardening.

The implementation of "No Rubbish Days" was supported by the school community and yielded a %30 reduction in disposable rubbish.

Future directions

Environmental Education will continue to remain a school focus. The following strategies will be implemented in the future:

- Community involvement in Environmental Education programs.
- Reduce waste from the playground.
- Enhance the school environment.
- Provide practical learning experiences

Other evaluations

Best Start

Best Start is a new government initiative to increase support for the teaching and learning of literacy and numeracy for our youngest students. Best Start is a new state wide Kindergarten entry assessment. It identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. It uses a continuum that is consistent with the English and Mathematics syllabus for the early years of schooling. This assessment informs the quality teaching and learning programs that schools implement in the early years of schooling.

The purpose of the Best Start Kindergarten Assessment process is to provide information for Kindergarten teachers to build on each student's current knowledge and experiences. It will assist teachers in developing teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.

Every child will be assessed prior to entering Kindergarten. Teachers will assess the students in the first few days of school. Each child will be assessed for approximately 1 hour. Parents will be given an appointment and asked to bring their children in to meet their class teacher. All Kindergarten students are expected to take part in the assessment process. Parents and caregivers will be given the opportunity to discuss the outcomes of the assessment process and how they can best support their child's learning. This will occur early in Term 1.

Mini Mates

A Mini Mate program has been established at our school to assist our new Kindergarten students with their transition to "big school". The current Kindergarten children are assigned a Mini Mate from the new Kindergarten enrolments. Our children take on a variety of responsibilities. Throughout the Transition program the Mini Mates are involved in a range of activities with their new Kindergarten friends. Our children take this responsibility very seriously and are excited to see their Mini Mate on these transition days. It is our aim to provide our Mini Mates with a positive experience in their early days at school.

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.

- Teaching programs are consistent and incorporate the needs of the school community.
- The school maintains a high focus on literacy and numeracy.
- Parents and students are gaining a greater understanding of how student learning is being assessed.
- The school is well resourced.

Overall the results were very positive. All stakeholders in the school (students, staff and parents) have confidence in the current directions of the school. Engadine West P.S. will strive to maximise student outcomes.



School can be magical.

Professional learning

School development 2009 – 2011

School planning is undertaken over a three year cycle. This timeframe allows us to address the long-term needs of the school and to ensure the school remains focused on these planning priorities. The 2009 targets are an extension of the 2008 targets and reflect areas identified in the School Management Plan. A new three year plan has been developed which extends up to and including 2011.

Targets for 2010

Target 1

Ensure that the education and welfare of all students have the highest priority in the operation of the school.

Strategies to achieve this target include:

- Revisiting Restorative Practice and further develop resources to support its implementation.
- Developing quality class teaching and learning programs and early intervention programs for students identified as being at risk by revisiting the Bounce Back Program.
- Conducting a Good Discipline and Effective Learning Review in collaboration with the whole school community.
Reviewing and improving the school's rewards system.
- Implementing the STARS student welfare online tracking program.

Our success will be measured by:

- Class personal development programs reflect the inclusion of "Bounce Back" strategies.
- The school's discipline policy is updated and implemented.
- Published updated school policy relating to the distribution and classification of awards K-6.
- The STARS tracking program is utilised by staff to monitor student welfare issues K-6.
- The learning support team utilises the data base to monitor student welfare issues.

Target 2

To improve our students' literacy learning outcomes.

Strategies to achieve this target include:

- Participating in professional learning projects "Kindergarten a First Good Year", "Best Start" and "Growing the Gains" and sharing professional learning to improve teaching programs. Also, purchasing and developing relevant resources to support these projects
- Analysis of our NAPLAN and standardised testing results and teacher judgement of student performance. Professional learning sessions will be dedicated to the identification of student cohort strengths and weaknesses and the development of programs designed to reflect best quality teaching and learning programs to address these needs.
- Reviewing the range of standardised testing procedures being conducted in literacy and carrying out an action research project to explore and implement standardised testing procedures that cater for our students' needs which will establish a yearly scope and sequence for conducting standardised testing

- Reviewing the school's literacy policy to reflect improvements in our literacy programs and scope and sequence and make amendments
- Providing parent learning sessions regarding best teaching practice in literacy as developed by teaching staff and promote school policy
- Establishing further networks between primary schools to share expertise and professional learning through action research projects.

Our success will be measured by:

- Literacy NAPLAN results will show 75% of Years 3 and 5 students performing in the upper three skills bands and a further decrease in the percentage of students performing just at or below a basic skill level
- Providing clear and accurate assessing and reporting procedures
- Raising the profile of literacy by assessing student performance in literacy programs, assessments and competitions and the promotion of student achievement through publicising results and rewarding excellence and improvement.



Developmental play fosters creativity and positive social skills.

Target 3

To strongly increase the use of technology as a learning tool throughout the school.

Strategies to achieve this target include:

- Using the connected learning advisory service to identify the needs of each grade through the CLAS (MyMap of own skills)
- Implementing and evaluating the new scope and sequence for ICT across the school.
- Purchasing additional digit cameras to supplement the three existing items to be accessed by students

- Employing the services of a cabling company to recable the 9 classrooms that received an Interactive Whiteboard in Term 4, 2009.
- Continuing in-servicing staff through peer and group sessions
- Continuing to develop ICT units of work and share them amongst staff.
- Expanding the use of the *Delicious* – collaborative bookmarking account
- Purchasing additional IWBs to expand current fleet
- Updating our switch to increase internet speed and manage a smooth relocation of the server to the communications room when the new library is built.

Our success will be measured by:

- Increased utilisation of computer technology by students and staff to raise student outcomes
- Students working on a consistent and engaging ICT scope and sequence across the school.

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 directions.

Nicole Hendry – P&C President

Karen Mazzei – School Administration Manager

Ally Mead – Teacher

Deb Brownjohn – Teacher

Hugh Hogan – Teacher

Michael Griggs – Teacher

Trent Bridgland – Teacher

Clint White – Assistant Principal

Karen Fairbairn – Assistant Principal

Ross Edwards – Assistant Principal

Vince Murphy – Assistant Principal

Steve Fuller – Deputy Principal

Garry Royston – Principal

School contact information

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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: <http://www.schools.nsw.edu.au/asr>



Our students are provided with a wonderful range of learning experiences and extension programs.



Engadine West Public School is a member of the Community Of Schools On The Park providing outstanding quality teaching and learning opportunities in a unique bushland setting.