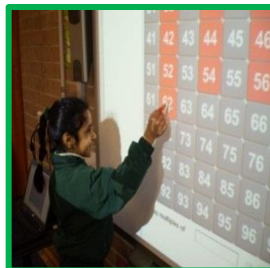
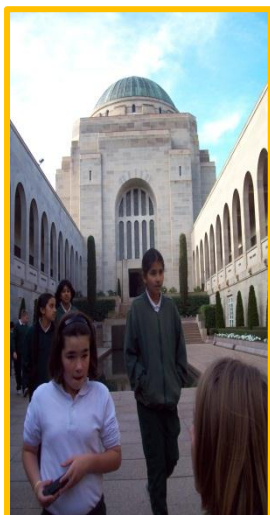


2010 Annual School Report Ingleburn Public School

NSW Public Schools – Leading the way



Messages

Principal's message

2010 was another extremely successful year for Ingleburn Public School.

Ingleburn Public School endeavours to fulfil its motto "Excel with Honour" by providing programs which enable all students to develop their full potential educationally, socially and emotionally.

The school provides students with a safe and friendly environment where student welfare is seen as a key to the success of learning. Students continue to achieve at a high level with especially pleasing results in the National Assessment Program – Literacy and Numeracy (NAPLAN) TESTS FOR Years 3 & 5. Of special note is the growth of our Year 5 students between Year 3 and Year 5. This has improved significantly.

In 2010 we participated in the National Partnerships on Literacy in partnership with the Federal Government and this will continue in 2011. Involvement in this partnership is supporting our school to develop and build upon:

- Effective, evidence based teaching; and
- Strong leadership and whole school engagement in literacy processes to monitor school and student performance to identify when support is needed.

We also participated in the Teacher Quality National Partnership Reform that is aimed at giving schools the opportunity to improve teaching practices in their school and to locally manage resources to the benefit of the students. There are currently 47 schools across NSW involved in the Schools Pilot which will continue in 2011.

The exemplary achievements and successes of our school and our students that are highlighted throughout this report demonstrate how well our students have embraced the experiences and opportunities provided in the school.

Our school has a dedicated and committed staff supported by an active and enthusiastic community.

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.

Graeme Green
Principal



P & C and/or School Council message

The Parents & Citizens' Association has had another eventful year. Fundraising has included the Easter raffle, Mother's and Father's day stalls and the cake stall at the annual school fun day.

In 2010 the P & C donated \$ 15900 to the school to install 6 air-conditioners in classrooms.

We look forward to next year's events.



The P & C Committee

Student Captains' Message

The four of us have worked together throughout 2010 to improve our school. There have been some challenging roles as well as some very funny experiences. Our role over the year gave us the opportunity to be involved in the Anzac Day Dawn Service and the running of many school assemblies.

We have also had the privilege of doing an interview with Brett Kimmorely and Matthew Auborson and talking to other classes about being school leaders and what it is like.

We take many good memories onto high school and we hope that next year's school captains have as much fun as we did this year.



From left to right; **James Tautaiolefua, Ashley Carre, Samantha Rawes and Ozair Karim**

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

	2006	2007	2008	2009	2010
Male	285	266	264	267	265
Female	262	280	269	286	273

Student attendance profile

Management of non-attendance

Attendance which causes concern is discussed with parents, guardians and executive to discern ways in which attendance can be improved. The school staff works closely with the home-school liaison officer (HSLO) who makes further contact when necessary to improve attendance rates of students. Class teachers observe attendance patterns through the use of the Lateness and Attendance Monitoring Program.

	Year	2007	2008	2009	2010
School	K			92.4	93.7
	1			90.7	93.7
	2			91.2	92.7
	3			93.6	93.4
	4			93.5	94.2
	5			93.4	95.7
	6			92.7	93.9
	Total		93.2	93.7	92.5
Region	K			93.8	94.6
	1			93.4	94.1
	2			93.9	94.7
	3			94.2	94.8
	4			94.2	95.0
	5			94.2	95.0
	6			94.1	94.7
	Total		94.0	94.3	92.4
State DET	K			94.3	94.7
	1			93.7	94.2
	2			94.0	94.4
	3			94.1	94.5
	4			94.0	94.5
	5			94.0	94.4
	6			93.6	94.0
	Total		94.0	94.1	92.1

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 2010 class size audit conducted on Wednesday 17 March 2010.

Year	Total in Class
K	20
K	20
K	21
K	21
1	19
1	21
1	22
1	23
2	20
2	22
2	23
2	25
3	18
3	24
3	25
4	18
4	25
4	26
4	32
5	28
5	28
5	32
6	28
6	28
6	32

Students

Our enrolment at the beginning of the year was 532 with 267 boys and 265 girls. This pattern remained consistent throughout the year.

An additional support class was formed using school resources to support the learning needs of students.

Early Stage 1	83
Stage 1	158
Stage 2	152
Stage 3	139

Staff

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

Staff information

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

Ingleburn Public School is served by a dedicated mix of experienced and beginning teachers. They are very well assisted by support staff in school administration and in classrooms.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teachers	
Classroom Teachers	17
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	1
Teacher of Reading Recovery	0.63
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	2
Counsellor	0.4
School Administrative & Support Staff	4.962
Total	33.992

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 we had 19 identified Indigenous students and three Indigenous staff members.

Staff retention

Ingleburn Public School maintains a stable staff base with very few movements. In 2010 two teachers transferred to other schools, one as a classroom teacher and one was promoted as an Assistant Principal. A number of staff are currently on maternity leave and will return to duty in 2011.

Our School Administration Manager, Mrs Wyn Mogg retired after 40 years' service to Ingleburn Public School and was replaced by Mrs Naomi Wright.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	96
Postgraduate	4

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:	30/11/2010
Income	\$
Balance brought forward	143231.96
Global funds	260939.75
Tied funds	239214.01
School & community sources	137743.87
Interest	10636.95
Trust receipts	33927.15
Canteen	0.00
Total income	682461.73
Expenditure	
Teaching & learning	
Key learning areas	56476.82
Excursions	55484.11
Extracurricular dissections	49045.16
Library	9094.99
Training & development	7835.93
Tied funds	196187.67
Casual relief teachers	66408.63
Administration & office	97710.39
School-operated canteen	0.00
Utilities	58182.33
Maintenance	33010.98
Trust accounts	37879.02
Capital programs	10063.64
Total expenditure	677379.67
Balance carried forward	148314.52

A full copy of the school's 2010 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 2010

Achievements

Arts - Dance

Once again Ingleburn Public School held auditions for a senior dance group; this was open to all students in Years 4-6. Twenty students were selected (including our first boy) to participate in this group. The senior dance group presented a modern/contemporary style dance based on overcoming adversity, the item was selected to perform at the South Western Sydney Dance Festival in late Term 2 and was also performed at a number of school assemblies.

For the first time in 2010 auditions were held for a junior dance group, open to all students in Years 1-3. Over 80 students auditioned, with twenty students selected including both boys and girls. The junior dance group performed their item 'The things you can think' at a number of school assemblies. This item was based on the concept that children get to have more fun than adults and explored the various ways that students can move their bodies in relation to a range of dance dynamics.



Senior Dance Group



Junior Dance Group

School Band

The band had a fantastic year in 2010, beginning with a great number of students auditioning to be part of the school band, helping the band's profile to grow. The band tutor supported our students in their musical learning with weekly band tuition and practice. At the completion of the year our tutor, Mr John Cornhill, announced his retirement, the band will miss the guidance and support of our 2010 tutorial teacher. However, we will move forward and welcome Mr Ian Newham as our 2011 band tutor.

Successful performances in 2010 included whole-school assemblies, Ingleburn Myrtle Cottage, a Little Bit of Music and carolling with the choir at Ingleburn Town Centre. The band competed in the Macarthur District Eisteddfod and was commended for their efforts. All students have been committed and loyal members of the band and this has contributed to our success throughout 2010.



School Choir

The choir consisted of Years 2-6 students who participated in a number of community events. Our school choir performed at events such as Harmony Day and Education Week. This year the choir was given the opportunity to perform at several locations; the Woolworths Christmas Carols, the Ingleburn School Christmas Carols held at Ingleburn High School and they were also invited to perform at Campbelltown City Christmas Carols held at the Campbelltown Arts Centre.

Towards the end of the year the school held "A Little Bit of Music" concert to showcase to the community our students' extraordinary talents in the Performing Arts area. Our school choir performed a wonderful repertoire

of songs that were sung at different school events.



Sport

Sport at our school continued to create opportunities for students to participate in a variety of physical activities, skill development and team work.

The school fielded teams in all the Zone PSSA summer and winter sporting competitions. All teams demonstrated an outstanding competitive spirit and high levels of sportsmanship. A number of teams reached the semi-finals and finals. The boys Oz Tag and boys' basketball teams won their grand finals and the junior B netball, junior cricket, junior newcombe ball, girls' basketball and the girls T-Ball competed in the finals.

Twenty three students were selected to represent the zone in numerous sports including girls and boys hockey, girls touch football, girls and boys basketball, opens and under 11's rugby league, netball, girls soccer, girls and Boys softball.

Students performed extremely well and a talented squad of students qualified to represent our school at zone carnivals and many moved on to region.



Swimming Carnival

Seventeen students proceeded to the zone carnival with Natalie Tema finishing as junior zone girls champion. Natalie with Amelia Grimes, Emily McCarthy, Alycia Russell, Oliver Head McNeil, Keiran Russell, Jack McKenzie and Jack Wallis continued on to compete at the area carnival and Natalie Tema proceeded on to compete at the state carnival.

Cross Country Carnival

At our cross country carnival all students were enthusiastic when running the course. Forty eight students competed on a very wet track at the zone carnival. James Tautaiolefua, Adam Henn, Hayden Welbourne and Emily McCarthy qualified to compete in the area carnival.

Athletics Carnival

The carnival saw students break some long standing records. Titus Ediru in the 8 years boys 100m sprint, Dean Randall in the junior boys high jump and James Tautaiolefua in the 11 years boys 100m sprint.

Fifty two students took part in the track and field events at the zone carnival. James Tautaiolefua broke the record in the 11 Years boys 800 metres.

The following students attended the area carnival; Claudia Waters, Emily McCarthy, Emily Brown, Denise Shen, Maya Andrew, Jayden Channel, Titus Ediru, Michael Bouquet, Terone Ediru, Luke Santich, Rabeed Khan and James Tautaiolefua.

Jayden Channel preformed remarkably well just missing out on moving on to state in high jump and Claudia Waters finished 13th in the state 11 Years girls 100 metre sprint.

Other

Australian Schools Competition

A number of primary students participated in the University of NSW academic competitions. Several students achieved outstanding results.

The results were as follows:

	Distinction	Credit	Participation
English	1	6	25
Writing	2	3	22
Spelling	1	5	26
Mathematics	3	6	23
Science	1	4	27
Computers		3	24

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

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 2010

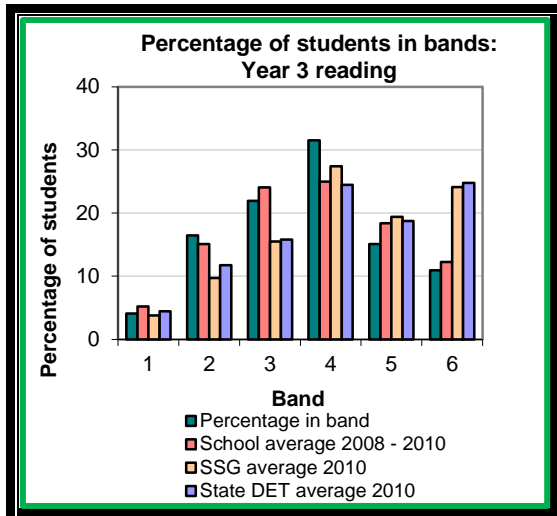
Percentage of Year 3 students achieving at or above minimum standard	
Reading	93
Writing	96
Spelling	96
Punctuation and grammar	92
Numeracy	92

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

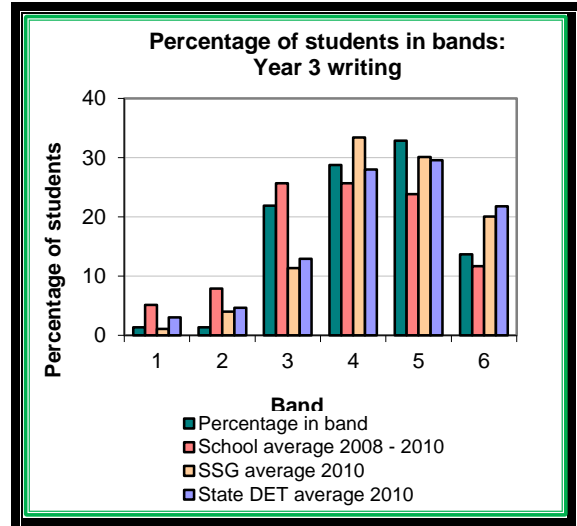
Percentage of Year 5 students achieving at or above minimum standard	
Reading	82
Writing	90
Spelling	88
Punctuation and grammar	87
Numeracy	93

Literacy – NAPLAN Year 3

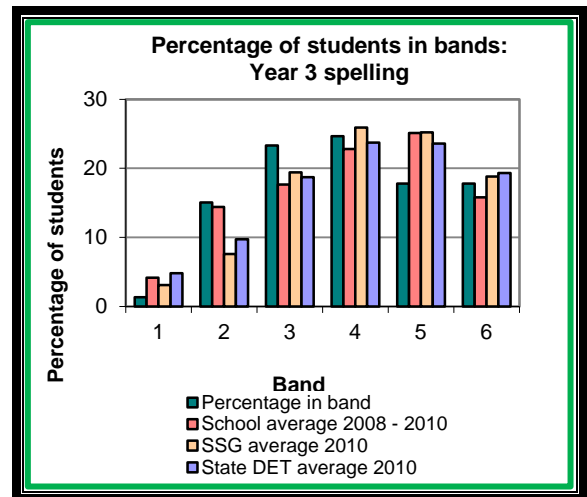
In Year 3 reading, there was an improvement in the boys' results and they outperformed the region. There were fewer students at and below minimum standards compared to the region. An area of focus needs to be increasing the number of students in the proficiency bands (band 5 and band 6).



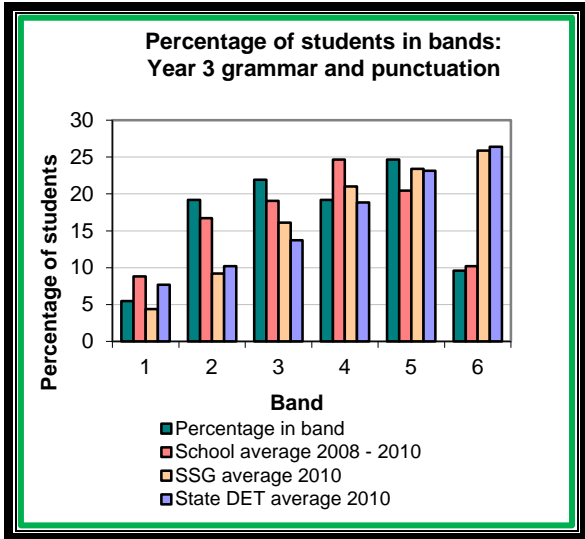
In Year 3 writing, there was an improvement in our results with more students in the proficiency bands and a decrease in the number of students performing at and below the minimum standard.



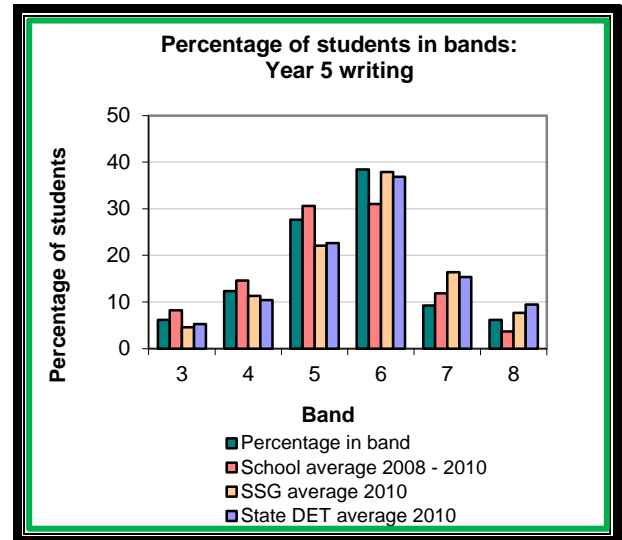
The spelling results indicate there were less students performing at and below the minimum standard although there was a slight decline in the number of students performing in the higher bands.



Results in grammar and punctuation indicate a similar trend to spelling with one less student in the top bands and in band 1 and band 2, the school achieved the same overall result as 2009.



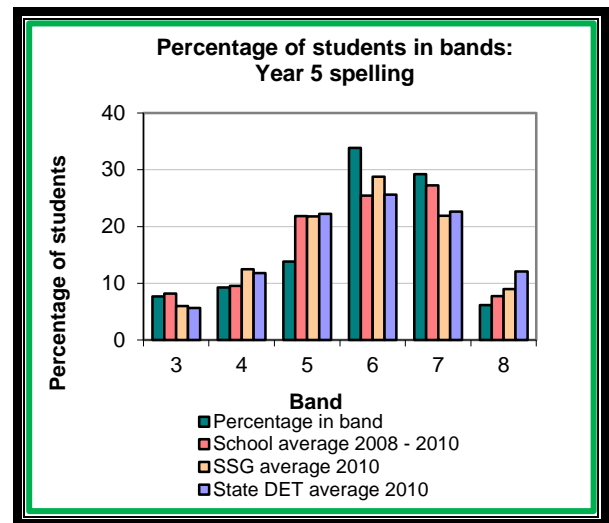
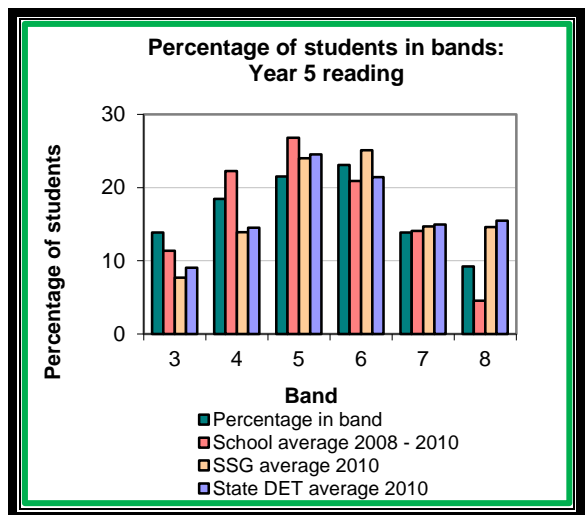
In writing, there were fewer students at and below minimum standards.



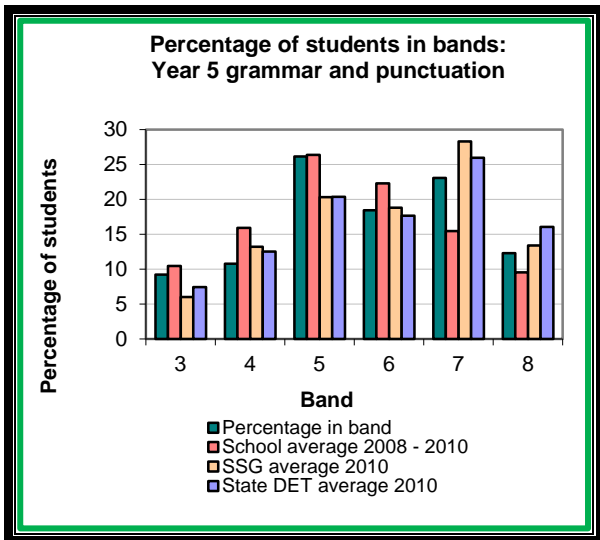
Literacy – NAPLAN Year 5

In Year 5 reading, both boys and girls slightly outperformed the region. At the school level, the girls outperformed the boys. There was a small increase in the number of students below minimum standards which lead to an overall increase in the number of students at and below the minimum standard. An area of focus needs to be an improvement in the number of students in band 7 and band 8.

Spelling results indicate a slight increase in the number of students below the minimum standard and in Band 8.



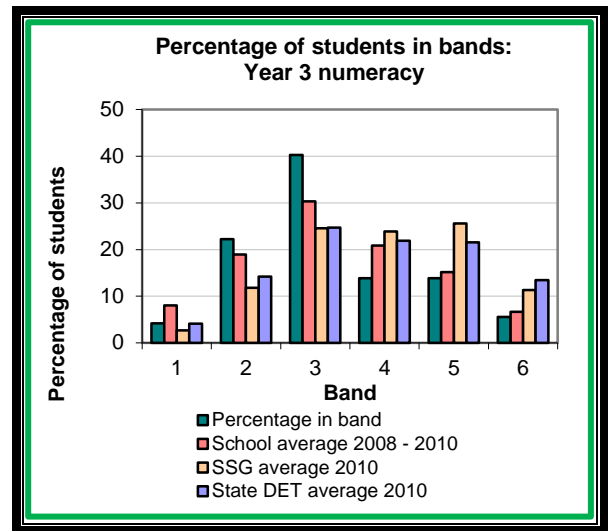
In grammar and punctuation, there was a decrease in the number of students at and below the minimum standard and an increase in the volume of students in the proficiency bands.



Numeracy – NAPLAN Year 3

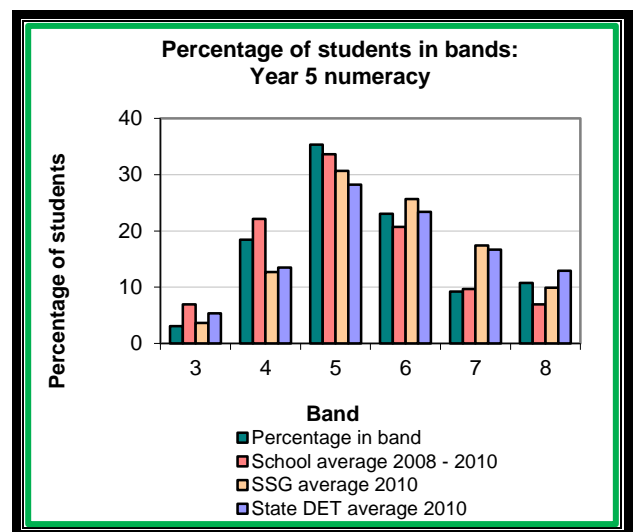
Seventy two Year 3 students sat the numeracy component of NAPLAN. Boys achieved higher results than girls. There was an improvement in boys' results and they outperformed the region. There were fewer boys but more girls at or below the minimum standard compared to the region. There was a slight decrease in the number of students in the proficiency bands (band 5 and band 6).

Measurement has been identified as an area for development. This will be addressed through teacher professional learning focusing on the explicit teaching of key concepts.



Numeracy – NAPLAN Year 5

Sixty-five Year 5 students sat the numeracy component of NAPLAN. Year 5 numeracy results have shown significant improvement since 2008. Boys outperformed girls in all areas of numeracy. There were a higher proportion of boys in the proficiency bands (band 7 and band 8) compared to the region and the state. There were fewer students below the minimum standard compared to the region and state. Measurement and space and geometry have been identified as areas of strength while number and patterns and algebra are areas for development.



Progress in literacy

Over the period 2008 to 2010, the school results demonstrate greater than average progress in reading, significantly greater progress in writing and grammar and punctuation compared to both the state DET and similar school groups. In the same period, the school's average progress in spelling was significantly below the state DET and similar school groups.

Average Progress in Reading

	2006 - 2008	2007 - 2009	2008 - 2010
School	75.5	98.3	91.5
SSG	N/A	N/A	83.2
State DET	87.5	88.4	83.4

Average Progress in Writing

	2006 - 2008	2007 - 2009	2008 - 2010
School	68.3	77.6	82.0
SSG	N/A	N/A	64.5
State DET	69.3	57.7	66.8

Significant programs and initiatives

Aboriginal education

In Term 3, all Ingleburn Public School students participated in the Ingleburn Public School National Aborigines and Islanders Day Observance Committee week. The week was opened with a welcome ceremony and members of KARI Aboriginal Resources Incorporated attended and addressed our school as a whole. The ceremony was a huge success with all students behaving and participating extremely well.

The week's activities also allowed for the students from Kindergarten to Year 4 to watch an Aboriginal educational performance by the Koomari Aboriginal Group. The students were taught and shown various dances, musical instruments and told stories. The performance was funded by CEO Mr Paul Ralph at KARI Aboriginal Resources who we thank for their generous support.

Teachers were provided with a range of professional learning activities designed to increase their knowledge of Aboriginal culture. Teachers were encouraged to incorporate into the program for the week's events.



Multicultural education

Multicultural education is an essential part of the school curriculum ensuring all students are assisted to develop the understandings and skills that will enable them to reach their full potential.

Ingleburn Public School has 61% non-English speaking background (NESB) students from over thirty different language backgrounds. Samoan, Bengali, Hindi and Arabic are the main first languages spoken by students.

In 2010 we began the year with a celebration of Harmony Week, with all classes participating in researching a country and presenting their findings to other classes on a passport visitation day. The program acknowledged cultural diversity across the school and the community.

The celebrations were continued with several cultural performances by our students from Greece, India, Chile, Samoa, and a traditional Australian bush dance during a harmony day assembly.



Respect and responsibility

Our school actively promotes respect and responsibility amongst all community members.

Students begin each school year with a rigorous in-class anti-bullying program which is reinforced throughout the year through systematic implementation of our student welfare policy and programs.

Our school's commitment to student leadership continues through the development of our captains, vice captains, house captains and student parliamentarians.

National partnership programs

The school received specific Federal Government Funding under the National Partnerships Agreement to improve student learning outcomes. The first two phases of intense teacher professional learning with respect to Focus on Reading 3-6 have been completed for Year 3-6 teachers and ESL and support staff.

Staff have been trained in the teaching of comprehension strategies and the effective use of data and assessment to develop quality teaching and learning programs. The purpose of Focus on Reading is to develop the students' ability to understand what they are reading through the employment of specific comprehension strategies. This understanding will have a positive impact on all areas of student learning.



Other programs

Information and Communication Technologies (ICT)

Following the installation of our connected classroom, 2010 has seen all classes have access to this room and make use of the interactive whiteboard. Teachers are improving their skills and developing interactive and engaging lessons to teach students with the new technology. In Term 1, Stage 3 pupils participated in a video conference "Talk to a Bulldog". Early in the year another interactive whiteboard was installed in KC where it has been used to completely replace the use of the chalkboard. Students are engaged and positive about having the technology in their classroom.



Students have access to technology through weekly computer lab lessons with their class, visits to the library where they can research topics and in their classrooms where many teachers utilise computers during activities such as reading groups.

Throughout 2010 we have employed a computer technician to keep our network running smoothly. This has helped us to install more up to date software programs and make sure that problems are solved quickly to reduce down time of any computers in the school.

Debating and Public Speaking

In 2010 two teams were entered in the Premier's Debating Challenge for Years 5 and 6. Both teams performed well, adjusting in each debate based on coach and adjudicator feedback. The Year 6 team won the zone final.

Students from Stages 2 and 3 participated in the multicultural public speaking competition at both school and zone levels.

The regional public speaking competition also saw representatives from Stages 1, 2 and 3 deliver well prepared speeches at school and district levels.

A highlight early in the year was the performance of Ozair Karim in being awarded the Rotary Club Youth of the Year Award for his speech 'Multiculturalism and the Media'.

Enrichment Class

In its fourth year, the enrichment class was extended to Years 4, 5 and 6. Students were able to access compacted curriculum, moving through topics at a pace consistent with their developing understandings. While accessing the regular curriculum, these students also had the opportunity to investigate complex societal issues and develop their own response to these, including their successful Close the Gap Day and presentation at the Aboriginal Reconciliation Convention at NSW Parliament House.

Student Welfare

Ingleburn Public School aims to provide a secure, safe and happy environment within which students learn and grow in a confident and responsible manner. In creating this environment we acknowledge the rights and responsibilities of students, teachers, parents and caregivers in maintaining respectful relationships that value the individual within the standards of responsible behaviour.

Students with special needs, both behavioural and learning have continued to receive high levels of support. Individualised Education Plans (IEPs) were written and implemented by teachers for funded and

identified students with consultation and input from support teachers, School Learning Support Officers (SLSO) and parents. Support Teacher Learning Assistance (STLA) time was distributed across the school based on the needs of each year group. This support mainly focused on development in literacy and numeracy and was delivered via in class support. Students who achieved at or below minimum standard in NAPLAN received intensive literacy support via the multilit program.

Ingleburn Public School continues to acknowledge good behaviour and citizenship by way of reward days and merit awards.

In Semester Two a review of the current student welfare policy commenced and this process will continue in 2011. The school also established a student representative group to review the current procedures. This group has developed a number of recommendations including the implementation of four new school rules. These rules cooperate, respect, be safe and be a learner will be trialled in 2011. Our school's social skills program continued to be implemented by all teachers along with a strong focus on anti-bullying.



Kindergarten students at a school excursion.

Progress on 2010 targets

Target 1

Improved literacy with a focus on reading outcomes for all students

- 1.1 To decrease the proportion of Year 3 students at or below national minimum standard in reading to 22%;
- 1.2 To decrease the proportion of Year 5 students at and below national minimum standard in reading to 32%;
- 1.3 To increase the proportion of Year 3 students at state proficiency standard in reading to 38%;
- 1.4 To increase the proportion of Year 5 students at state proficiency standard in reading to 17%; and
- 1.5 To increase the proportion of students achieving expected minimum growth in reading to 70%.

Our achievements include:

- A decrease in the proportion of Year 3 students at or below national minimum standard in reading to 20%;
- Meeting the 32% target in Year 5 reading;
- Increasing the proportion of Year 5 students at state proficiency standard in reading to 23%;
- Successful implementation of Focus on Reading for students in Years 3-6;
- Training of all Years 3-6 teachers, ESL teachers and teacher-librarian in Focus on Reading and the teaching of comprehension;
- Implementation of Jolly Phonics in Kindergarten;
- Use of NAPLAN/SMART data to identify underperforming students and develop individualised education plans for these students;
- Thirty-one students completed the Multilit program which enabled students at or below minimum standards to access the curriculum more effectively; and

- Best Start assessment was utilised to identify literacy learning needs of Kindergarten students and to support the delivery of quality early years literacy teaching.

Target 2

Improved numeracy outcomes for all students

- 2.1 To decrease the proportion of Year 3 students at or below national minimum standard in numeracy to 21%;
- 2.2 To decrease the proportion of Year 5 students at or below national minimum standard in numeracy to 31%;
- 2.3 To increase the proportion of Year 3 students at state proficiency standard in numeracy to 29%;
- 2.4 To increase the proportion of Year 5 students at state proficiency standard in numeracy to 18%; and
- 2.5 To increase the proportion of students achieving expected minimum growth in numeracy to 68%.

Our achievements include:

- A decrease in the proportion of Year 3 students at or below national minimum standard in numeracy;
- A decrease in the proportion of Year 5 students at or below national minimum standard in numeracy from 28% in 2009 to 21% in 2010;
- An increase in the proportion of year 5 students at state proficiency standard in numeracy to 20%;
- The implementation of a two week planning and programming cycle in numeracy;
- Effectively utilising support staff to enhance the explicit teaching of key numeracy concepts in classes 1-6;
- Using Best Start assessment data to identify numeracy learning needs of Kindergarten students and to support the

delivery of quality early years numeracy teaching; and

- Using Newman's Error Analysis in years 3-6 to identify individual learning needs and support the explicit teaching of mathematical language and written problem solving strategies.

Target 3

Improved levels of student engagement

- 3.1** Increase in student attendance by 2% to exceed state average;
- 3.2** Increase of 20% in parent attendance at school community events; and
- 3.3** Expand the use of information communication technologies in the teaching of English and mathematics.

Our achievements include:

- Correct implementation of attendance monitoring procedures;
- Increased student attendance from 92.5% in 2009 to 93.8% in 2010. We are still below our anticipated 2% increase and below state average;
- Staff have been trained in the use of interactive whiteboards and the connected classroom;
- Weekly timetabling is occurring for all classes to be able to use the connected classroom;
- Class programs reflect the effective use of technology to support student learning outcomes; and
- More effective partnership between the school and student families through attendance at parent information sessions, school assemblies, sport assemblies and the Harmony Week assembly and 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. In 2010 our school carried out evaluations of School Leadership and Literacy.

Educational and management practice

School Leadership.

Findings and conclusions

The school's scope and sequence guidelines for 2010 indicated that School Leadership was to be evaluated.

In 2010 surveys were distributed to all staff and parents to elicit responses:

- The school received fewer than 10% of the surveys on leadership distributed to parents which were to be returned to the school;
- The majority of the responses indicated a strong satisfaction with leadership of the school with over 95% of responses occurring in the strongly agree or agree columns;
- 96% of responses indicated that the principal and teachers understand our school and help students do their best;
- 4% suggested that school leaders need to discuss ways to improve children's learning; and
- 96% also stated that the principal and teachers make changes that are good for all students.

Future directions

The school appears to have excellent support for the leadership that is occurring. However there is support for wider consultation on certain aspects.

In 2011 parents and staff will work together to strengthen the communication process between school leadership groups and the community.

Curriculum

Reading

Background

To improve our results in reading and comprehension across the curriculum, Focus on Reading was implemented in Years 3-6 as part of the National Partnerships Agreement. There has been fifteen months of intensive teacher professional learning in how to teach comprehension as well as quality assessment and programming directed towards supporting student learning.

Findings and conclusions

Feedback and evaluation from students, staff and parents indicated that:

- The majority of the parents were aware of the school's focus on improving the reading and comprehension of all our school's students;
- The majority of the parents believed their child has developed new skills in reading ;
- All parent responses indicated that they believed that reading and comprehension were important skills for their child;
- 32% of parents felt that they were always informed about the teaching of reading in their child's class, 29% felt they were sometimes informed and 25% felt they were not informed;
- 77% of parents indicated their child discusses what they have learned in reading with them;
- 91% of students surveyed enjoy reading now and 9% enjoyed it more initially but were concerned that the activities were becoming repetitive;
- All students valued and enjoyed being able to discuss texts read with their peers and feel that how reading is taught in class is better than before;
- Teachers believe the strategies and activities with Focus on Reading are useful and support students engagement and learning;

- Teachers valued the professional learning they have undertaken; and
- Teachers are concerned about the sustainability of the comprehension program.

Future directions

- Continued implementation of Focus on Reading Years 3-6;
- Implementation of comprehension strategies in Kindergarten to Year 2;
- Continued use of professional learning time and grade meetings to further enhance teacher understanding of the teaching of comprehension;
- Use of reading data from school sources and SMART data to continue to inform teaching and learning programs;
- Introduction of a two weekly class teaching and learning program cycle;
- Monitoring of class programs by literacy facilitator and stage managers;
- Continued explicit teaching of comprehension strategies;
- Effective use of ESL and support staff to support Focus on Reading within classrooms; and
- Individual Learning Plans developed and implemented for underperforming students and students in proficiency bands and incorporated into two weekly class teaching and learning programs.

Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Evaluation instruments include surveys, interviews, anecdotal comments and parent feedback. The information gathered indicated a high degree of satisfaction throughout the school in many areas.

The majority of stakeholders indicated the school is friendly, welcoming and inclusive where concern for high quality teaching and learning is the main concern.

A small proportion of parents believe that more could be done regarding anti-bullying at the school however, it is noted that the school has an excellent policy for anti-bullying and that strategies are taught in all classrooms as part of Personal Development.

The whole school student welfare plan was reviewed this year for implementation in 2011.

Professional learning

Ingleburn Public School provided significant professional learning initiatives aligned to the three priority areas identified for school improvement in the 2009-2011 strategic plan. The priority areas are:

- Improved Literacy with a Focus on Reading outcomes for all students;
- Improved numeracy outcomes for all students; and
- Improved levels of student engagement.

Professional learning programs were either designed and delivered by school-based leaders or sourced from external providers.

As a result of National Partnership Agreement funding, the school continued to be able to provide wider variety of in depth professional learning experiences for staff than in recent years.

We continued our Leadership Capacity Building Program along with Robert Townson Public School, Sackville Street Public School and Ingleburn North Public School. The leadership evenings were held at Macarthur Grange Golf Club on three occasions. This is a joint initiative that will extend into 2011 and aims to increase the leadership capacity of all staff at their prospective schools.

In 2011 we aim to extend the invitation to participate to other nearby schools such as Minto and Glenfield Public Schools.

The second phase of Focus on Reading training was held over four days for all year 3 -6 teachers, teacher librarian and the two ESL teachers were supported by Mrs Joanne Urry, our literacy classroom facilitator.

All staff were engaged in school based professional learning meetings on Wednesday afternoons. In addition, school development days in Term 1, 2 and 3 were devoted to achieving parts of the school management plan and targets in the Annual School Report. In 2010 \$19583 in Tied Professional Learning Funds was expended. This was supplemented with a further \$13700 from school funds and grants.

The staff also had opportunities to apply for professional learning through a staff agreed application process.

School development 2009 – 2011

Targets for 2011

Target 1

Improved literacy with a focus on reading outcomes for all students

- 1.1** To decrease the proportion of Year 3 students at or below national minimum standard in Reading to 19.5%;
- 1.2** To decrease the proportion of Year 5 students at or below national minimum standard in Reading to 29.5%;
- 1.3** To increase the proportion of Year 3 students at state proficiency standard (top two bands) in Reading to 39.5%; and
- 1.4** To increase the proportion of Year 5 students at state proficiency standard (top two bands) in Reading to 19.5%.

Strategies to achieve this target include:

- Complete Phase 3 training for Focus on Reading with all staff from Years 3-6, ESL teachers, STL teachers and librarian;
- Training of four new staff in Focus on Reading;
- Abridged training for all Year 2 teachers in Focus on Reading;
- Continued implementation of the Multilit program to enable students at and below minimum standards to access the curriculum more effectively;
- Use of NAPLAN/SMART data to inform all teaching and learning programs;
- Develop individual learning plans for all students performing at and below minimum standards and/or not achieving expected minimum growth in reading;
- Extension of the Jolly Phonics program into Year 1 and Year 2;
- Implementation of the Best Start Kindergarten assessment program and use the information to inform quality early literacy programs;
- Appoint a Literacy Classroom Facilitator to drive Focus on Reading and whole school literacy programs; and
- Restructure of school ESL and STL staff to develop effective support programs linked to Focus on Reading.

Our success will be measured by:

- Improved student achievement in reading relative to our 2011 targets;
- Staff demonstrating a deeper understanding of the teaching of comprehension;
- Observable improvement in reading programs to reflect the principles behind Focus on Reading;
- NAPLAN/SMART data is reflected in the development of teaching and learning programs;
- Individual Learning Programs developed for students are reflected in teaching and learning programs; and

- Improved reading levels for identified students

Target 2

Improved numeracy outcomes for all students

- 2.1** To decrease the number of Year 3 students at or below minimum standard in numeracy to 20%;
- 2.2** To decrease the proportion of Year 5 students at or below minimum standards in numeracy to 29%;
- 2.3** To increase the proportion of Year 3 students at state proficiency standard in numeracy to 30%; and
- 2.4** To increase the proportion of Year 5 students at state proficiency standard in numeracy to 20%.
- 2.5** To increase the proportion of students achieving expected minimum growth in numeracy to 75%.

Strategies to achieve this target include:

- Providing professional learning in the use of the SMART data package for all staff;
- Identifying students who achieved at or below minimum standard or who did not achieve required growth and develop Individual Learning Plans;
- Implementation of Best Start program in numeracy;
- Use Best Start data to drive early year's numeracy programs;
- Provide professional learning through consultancy support in assessment for learning and programming;
- Provide professional learning for staff in the areas of mathematical language and working mathematically using Newman's analysis to gain an understanding of students' needs;
- Professional learning in Count Me In Too for Kindergarten to Year 2; and
- Implementation of Count Me in Too from Kindergarten to Year 2.

Our success will be measured by:

- Improved student achievement in numeracy relative to our 2011 targets;
- Staff demonstrating a deeper understanding of the teaching of mathematics and mathematical language;
- An observable improvement in mathematic programs reflecting effective use of assessment;
- NAPLAN/SMART data is reflected in the development of teaching and learning programs;
- Individual Learning Programs developed for students are reflected in teaching and learning programs;
- Mathematic programs reflect a deep understanding of numeracy concepts; and
- Successful implementation of Count Me in Too principles in all classrooms from Kindergarten to Year 2.

Target 3

Improved student engagement for and retention of all students

- 3.1** Increase in student attendance by 3% to maintain school attendance above state average.
- 3.2** Increase of 30% in parent attendance at school community events.
- 3.3** Improve student access and capacity to use information and communication technologies to enhance all learning.

Strategies to achieve this target include:

- Communication to parents about student attendance through parent information nights, newsletters and DET school attendance posters;
- Strengthening communication between school and families through relationship building;
- Establishing effective partnerships with families to support the learning of each child through the P&C, parent information nights, learning and support team

meetings, NESB parent meetings and learning and assistance programs;

- Providing parent informal meeting areas within the school; and
- Engaging students in learning through the use of technology.

Our success will be measured by:

- Teaching and learning programs reflecting interactive learning experiences in line with quality teaching;
- Improvement in parent satisfaction survey;
- Increased parent and community involvement in school activities;
- Increased use of informal parent meeting room; and
- Increased student attendance.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Graeme Green, Principal

Mr Matthew Ralph, Deputy Principal

Mrs Joanne Urry, Deputy Principal

Mrs Erika Kardasis, ESL Assistant Principal

School contact information

Ingleburn Public School

Cnr Oxford & Cumberland Roads, Ingleburn

Ph: 9605 1423

Fax: 9829 3968

Email: Ingleburn-p.school@det.nsw.edu.au

Web: www.ingleburnp.schools.nsw.edu.au

School Code: 2206

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>