Our school at a glance

Students
Toongabbie West Public School is a dynamic and innovative school which offers students a curriculum based on DET guidelines and has been catering for primary aged students in the area since 1967.

The school strives to provide all students with quality teaching and learning programs in a stimulating and challenging environment that encourages all students to learn in a safe and supportive setting. Technology plays an important role in our school’s education and it is embedded across all Key Learning Areas.

Staff
All of the teaching staff at Toongabbie West Public School meet the professional requirements for teaching in NSW public schools.

Staff range in experience from teachers with over twenty years' experience to those who are commencing or developing their careers in teaching.

In 2010 the school’s administrative staff consisted of one full-time School Administration Manager and one part-time School Administration Officer and one part-time General Assistant. These staff members perform a range of administration duties that facilitate the financial management of the school, school maintenance and support of the teaching and learning within the school. Their support to the school is invaluable.

Significant programs and initiatives
Students continue to be provided with challenging academic programs and an extensive range of extracurricular programs.

A highly effective Learning Support Team (LST), which is recognised across the region, includes English as a Second Language (ESL) teachers, Support Teachers Learning Assistance (STLA), teachers, Reading Recovery teacher and a School Counsellor who are committed to enhancing learning outcomes for students who require assistance.

Significant programs and initiatives include:

- the access to a specialist music program provided by outside personnel;
- the active participation in Public Speaking competitions, where our students were highly commended;
- Reading Recovery for eligible Stage 1 students;
- the Premier’s Debating Challenge, as well as local debating competitions where we were successful in developing the skills and talents of many of our students
- the participation of our students in The Performing Arts and Choral Festival in the Hills District annual program where choirs performed at public performances at Celebrating the Arts and Pulse at the Sydney Opera House and Sydney Town Hall.
- school environmental management plans work across the key learning areas of the curriculum and the whole school community. Local sustainability and progress over time develop students’ understanding of how their community contributes globally
• the Community Garden continues to demonstrate the commitment of the local community in providing opportunities to address values, and attitudes and the importance of the environment to the local community.

• the Positive Behaviour for Learning program to enhance student well-being and school support systems to help all students engage in learning.

Student achievement in 2010

Students at Toongabbie West Public School are assessed through the NAPLAN tests and each year their individual student achievements and school performance and national standards in Literacy and Numeracy are published.

As our cohorts can be small in size, it is important to be mindful of possible variances caused by these statistical errors.

In 2010 it was possible to see growth from Year 3 to Year 5, showing that Toongabbie West Public School had some exceptional students’ results over the two years. The school far exceeded the state results in many areas by 20% or more and demonstrated a commitment to learning by the students and a commitment to teaching and improving learning by the school community.

Average progress in reading for matched students who took the test in Grade 3 and Grade 5: (SSG = Similar School Group)

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.0</td>
</tr>
<tr>
<td>SSG</td>
<td>83.9</td>
</tr>
<tr>
<td>State DET</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students who took the test in Grade 3 and Grade 5:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.0</td>
</tr>
<tr>
<td>SSG</td>
<td>60.5</td>
</tr>
<tr>
<td>State DET</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in numeracy for matched students who took the test in Grade 3 and Grade 5:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>112.7</td>
</tr>
<tr>
<td>SSG</td>
<td>87.2</td>
</tr>
<tr>
<td>State DET</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Average progress in grammar & punctuation for matched students who took the test in Grade 3 and Grade 5:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>143.5</td>
</tr>
<tr>
<td>SSG</td>
<td>97.2</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students who took the test in Grade 3 and Grade 5:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>106.2</td>
</tr>
<tr>
<td>SSG</td>
<td>87.2</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>
Literacy – NAPLAN Year 3
Sixty two percent of students were placed in the top 3 proficiency Bands in the National Assessment Program (NAP) Reading.

Literacy – NAPLAN Year 5
Seventy three percent of students were placed in the top 2 proficiency Bands in the National Assessment Program (NAP) Writing.

Principal’s message
It is my great pleasure to be given the opportunity to present this year’s Principal’s Report. 2010 has been a year of change. Staff, students and parents have observed many changes to the school buildings and environment.

As we continue into the second decade of the 21st Century, we see Toongabbie West becoming a centre of learning and student improvement. The school is now complete with a wonderful hall where assemblies and special events are held irrespective of the weather. Community use of this facility is increasing, with various groups booking out the hall for after-hours events. 2010 has seen improvement and growth in all areas. The school has developed and implemented targets to improve literacy and numeracy. NAPLAN results have shown great growth in students learning from Year 3 to Year 5 and in the areas of Literacy and Numeracy. With continued analysis, future outcomes and growth will be measured and targeted. The school’s focus will continue to be on improvements in academics, quality teaching and learning, student well-being, sport and the environment.

The students at Toongabbie West are a wonderful group who take pride in their school. Their effort and hard work make it the school it is. They have been successful in sporting achievements this year. There are many and varied activities on offer with the majority of students making the most of these opportunities by participating in activities such as dance, where they performed at public venues with the Celebrating the Arts, the choir who had the opportunity to represent the school at The Sydney Opera House with PULSE, public speaking and debating as well as numerous sporting competitions. Their dedication to their learning has been shown in the quality of results in competitions outside of the school. Riley won the Local Regional Final and progressed to the Western Sydney Regional Final, it was the highest level of achievement at Toongabbie West in this competition. The implementation of PBL (Positive Behaviour for Learning) has continued and has shown improvement in students’ social skills and behaviour, with decreased numbers of students requiring disciplinary action. The values and rules are reinforced through weekly discussion and specific target areas receive attention throughout the week.

We have an excellent staff that access professional learning to devise and inform additional programs that enrich our students’ learning and enable them to cater for individual differences in both ability and in required instructional techniques. The commitment and dedication to the students of the school is tremendous and ensures that students receive the same
opportunities and educational challenges as those attending a larger school. The NAPLAN results demonstrate that outstanding teaching and learning programs and initiatives, operating in our school, really do make a difference. They indicate the work of our outstanding, talented teachers who work tirelessly every day, providing exceptional teaching in a wonderful learning environment. The results show that as a school we do an exceptional job in preparing for and meeting the needs of our students, for their future. The future will hold some changes, but we must maintain our cohort of students by giving them the best we can.

Our school has significant support through the many efforts in which our parents involve themselves: fundraising activities, working in the canteen, uniform shop and maintaining our school grounds. This year’s Halloween Carnival was a bigger and better event; funds raised exceeded all expectations, demonstrating an amazing commitment and support of our parent community to the school and its future.

To conclude, I would like to say that as we look to the future, we must remain ever vigilant and seek improvement and excellence. Technology, and its uses, is tools to provide stimulus and engagement for all students. We must measure our success by the happiness of our students, their academic success, and their achievements in sport and creative arts.

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.

Brian Firth (Principal)

P & C message

On behalf of the P&C, I would like to thank the parents, families and community members, who have contributed to our school this year. Your time, effort and financial support are greatly appreciated. You have supported the school and P&C in many ways, through the canteen, uniform shop, student banking, Book Club, working bees, lawn mowing and fundraising.

The fundraising events this year have been the Easter raffle, Mother’s Day and Father’s Day stalls, sausage sizzle, election BBQ and the Halloween Carnival. Not only have these events raised funds ($14,350) to make Toongabbie West a better school, but they have also showcased the school to the greater community and drawn their support as well. The great work that everyone has contributed will add to the school’s reputation, now and in the future. Well done to all involved!

The money raised will go towards purchasing more Smartboards for our classrooms. These are of great benefit to our children. This year the P&C funds have also been used for:

- Classroom resources
- $2000 for reading books in K -2
- $400 for Book Prizes
- $3000 towards the multimedia equipment in the new hall
- $1000 towards landscaping.

These are just a few examples of where the P&C funds were spent, and with your
continued support, many more projects and initiatives can happen.

It has been a privilege to be involved with such an enthusiastic group of people, who form our Parents and Citizens Association. Everybody is easy to get along with and will gladly welcome new ideas and suggestions in 2011. Why not come along to our monthly meetings to have your say in the development of your child’s school?

Kathy Matthews.  P&C President 2010

Student representative’s message

At the start of the year, two students from every class were elected by their classmates to represent their class at the Students’ Representative Council (SRC). In semester two, we chose new SRC representatives to give the opportunity to other students. The methods used in running the SRC model Australian democratic and representative practices. Under the leadership of Mrs Oldman, students from Kindergarten to Year 6 were encouraged to contribute to and participate in, the decision-making of the school. At Toongabbie West Public School we value the SRC because it teaches students the skills, values, knowledge and attitudes that are vital to their future role as citizens of a democratic society.

This year the school captains discussed, with the rest of the SRC, what they would like to see improved at the school and how they would raise money to achieve their goals.

The students elected to contribute to the purchase of a large screen for our new hall. Now this is installed, the children are able to show their fellow students and parents work that they have completed in class, by using computer applications such as Power Point or Photo Story.

One of their favourite fundraising activities was a spider drink day. Preparation of the drinks is messy and hectic but appreciated by all, especially on hot days.

As in past years, one of their final activities was to hold a talent quest. This was much more enjoyable this year because it was held in the comfort of our new hall.

Toongabbie West SRC representatives

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>111</td>
<td>110</td>
<td>105</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>84</td>
<td>90</td>
<td>77</td>
<td>77</td>
<td>68</td>
</tr>
</tbody>
</table>

Toongabbie West Public School has seen a small drop in student numbers since 2007. Programs to improve this have been implemented and community awareness of the quality and success at the school should result in numbers increasing in following years. The school is characterised by:

- boys outnumbering girls by 32
- student mobility is a factor in retention
• the use of multi age classes
• catering for increased numbers of students with additional educational needs.

Student attendance profile
Non-attendance at school is treated very seriously at Toongabbie West. We are one of a small number of primary schools that use "OASIS" attendance software to track student attendance.

Management of non-attendance
Absences are monitored regularly and involvement of a Home School Liaison Officer is used where absence is seen to be impacting on a student's learning. The Learning Support Team is also engaged in supporting attendance concerns. Toongabbie West has continued to improve its attendance rate and is equivalent to Region and State rates across all grades.

Student Attendance

<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>5/6R</td>
<td>5</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1V</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1Z</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K/1Z</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
The school chooses to use stage based class composition in its organisation of learning units.

This matches teaching and learning to the students individual needs and follows the Board of Studies Stage Based Curriculum.

There are three Hearing Support classes which use a range of strategies to ensure the students are integrated in curriculum areas and across the social life of the school, where possible and appropriate.

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</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Part Time teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Support Teacher of Hearing disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.394</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.803</strong></td>
</tr>
</tbody>
</table>

Staff retention

Toongabbie West Public School has a staff which is relatively stable, however 2010 saw maternity and leave taken by staff. All of these staff were replaced by experienced casuals.

A new Principal was appointed to the school in 2010.

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>
<tr>
<td>Postgraduate</td>
<td>24</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>20239.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>188929.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30648.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>57576.60</td>
</tr>
<tr>
<td>Interest</td>
<td>2400.43</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4413.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>304208.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18934.93</td>
</tr>
<tr>
<td>Excursions</td>
<td>16024.19</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12513.35</td>
</tr>
<tr>
<td>Library</td>
<td>4739.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5905.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35599.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>40557.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35776.27</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24761.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11233.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7828.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>49723.75</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>263599.15</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>40609.21</td>
</tr>
</tbody>
</table>

Unspent funds will be committed to the payment of 2009 accounts yet to be received and ongoing maintenance of the school.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

During 2010, Toongabbie West Public School students participated in a variety of artistic events. These included:
• the Celebrating the Arts Festival at Parramatta’s Riverside Theatre which was held in Term 3. The school choir, comprising of 30 students, sang with the mass choir of 150 students from different schools in the district. The school dance group also performed and wowed audiences with skilful choreography and energy

• the Junior choir comprising of students from Years 3 and 4, performed for the first time at the Sydney Town Hall, in the Bridges to Understanding concert. This was an exciting event for all involved

• the senior choir made their inaugural appearance at the Sydney Opera House in Pulse, a creative Arts festival for schools of Western Sydney. What an honour to sing in such a prestigious venue, creating memories to last a lifetime

• the Senior and Junior dance and choir groups also performed at local and school events such as the Halloween Carnival, developing their confidence and performance skills

• the K-2 dance and choir groups performed regularly at assemblies and school events, developing students' self-esteem and performance skills

• a number of students participated in the school’s band and orchestra program, learning to read music and play either a string, wind, brass or percussive instrument

• all classes displayed impressive artworks in the school foyer, library and new hall; and

• a number of art competitions were entered by our students, providing opportunities for talent and creativity to be expressed.

Public Speaking

Learning communication skills helps young people navigate their world and prepare for workforce, civic and family roles they will assume as young adults. Most importantly, public speaking fosters self-confidence that empowers a young person to learn, serve and lead in many arenas for years to come.

All students in Stage 2 and Stage 3 participated in the Multicultural Perspectives Public Speaking Competition, which aims to heighten their awareness of multicultural issues. The winners of the school competition progressed to the Local Regional Final, and one outstanding student went on to represent our school in the Western Sydney Regional Final.

Our senior debating team also enjoyed a successful year. They won several rounds of the Premier’s Debating Challenge, and received high praise from the adjudicators of the inter-school, ‘friendly’ debating competition.

MasterChef Competition

In 2010 a student from The University of Western Sydney came to the school to run a Cooking Competition, ‘The Toongabbie West MasterChef Competition’.
This was open to All students and a large number of entries from the students at school were assessed and winning recipes were cooked and bought to school for a 'Cookoff'. All students bought in dishes which were of a very high standard. The judges had a very difficult time selecting a winner.

Sport
Toongabbie West Public School has had an exciting and inspiring year involving school, PSSA, district, zone as well as the Premier's Sporting Challenge. The Toongabbie West Public School community believes in developing a sense of self-worth and strong self-esteem in students. We provide our students with opportunities to participate in as wide a range of physical activities as possible.

In 2010:

- primary students (including talented Year 2 students turning 8 ) participated in the Wentworthville - Seven Hills Combined Zone Public Schools Sporting Association( PSSA ). Summer teams consisted of : girls Tee-ball, boys Tee-ball, girls Softball, boys Softball, junior mixed AFL, senior mixed AFL. Winter teams consisted of junior Soccer, senior Soccer, two junior mixed Netball teams and two senior mixed Netball teams
- The boys Softball team was undefeated all year and were Grand Final winners
- The senior soccer team had a very strong season and were tied Grand Final Winners with Beresford Road P.S; and
- Toongabbie west P.S negotiated to hold Athletic Carnivals at Pendle Hill H.S in the future to use their facilities.

Peer Support Program
The Peer Support Program develops skills in maintaining self-esteem, self-awareness, self-confidence, effective communication, decision making, problem solving, assertiveness and conflict resolution. The benefits for the students are that it enables them to have an active role in their own welfare, accepting responsibility for their own behaviour and learning, provided with opportunities to succeed and to develop support networks.

For the school, it builds positive relationships amongst students and between teachers and students, it provides a core of trained and skilled leaders who can contribute to the SRC and it also complements other school programs such as Student Welfare, Drug Education and Child Protection.
Excursions
Students in all stages attended excursions to enhance their learning programs throughout the year. Stage 3 students participated in an overnight excursion to Canberra. These excursions are to develop social skills and also to support Human Society and Its Environment. Stage 2 visited Taronga Zoo and enjoyed two whole days discovering the delights of the Animal World as well as an evening walk to look at animals at a time when visitors don’t normally see them – Zoo Snooze was enjoyed by everyone. These major excursions are made possible by the hard work, dedication and commitment of staff who are prepared to provide these learning opportunities. The quality engagement and participation for students ensures quality learning and deep understanding.

ANZAC and Remembrance Day
Students were engaged in learning about Australians’ involvement in not only wars but also in peace keeping responsibilities. Services were attended by some staff and students of Toongabbie West Public School.

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, are 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

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

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

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

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

Reading Recovery

Toongabbie West is fortunate to be able to offer Reading Recovery to certain students. This is a federally funded program which enables a trained Reading Recovery teacher to work with students on a one to one basis. Our Reading Recovery allocation is 3 students per day. The intensive, individualised program has seen major gains being made by the selected students.

The staff at Toongabbie West liaise closely with each other to discuss and monitor students' ongoing needs and progress. A very strong and explicit school reading program supports the students when they have completed their Reading Recovery lesson series. Monitoring of students and their documented results are submitted to the Reading Recovery supervisors and copies of quantitative assessments are kept at school in the Reading Recovery Register.

Resources have been purchased where the need exists and another theoretical text has been added to support the teaching of Reading Recovery.

The teaching of Reading Recovery is supported with regular professional development at the Reading Recovery centre and the Reading Recovery Tutor is readily available to teachers for support and advice. The tutor visits the schools to observe lessons regularly with additional visits, when required or requested.

Aboriginal education

Aboriginal studies including Aboriginal Culture have been incorporated in our Human Society and its Environment curriculum. Teaching and Learning activities link across the Creative Arts, and features in our Special Events Calendar.

Multicultural education

The school curriculum uses outcomes from the Board of Studies curriculum to teach understanding and cultural diversity.

Toongabbie West has a school population which represents languages other than English spoken at home.

The English as a Second Language (ESL) program has developed specific programs across all KLA's to address the needs of students from non English speaking backgrounds.

Respect and responsibility

Toongabbie West Public School has embraced the values of public education and has ensured they are an integral part of our school culture. We have developed a set of school rules based on the values of care, respect, participation and cooperation. This has included our involvement in PBL throughout the school.

Our achievements include:

- significant improvements in playground behaviour
- increased engagement in learning.

Other programs

The success of the transition program for students entering Kindergarten has been built upon in 2010. The students in visiting for weekly sessions, has allowed students
to settle into school quickly. The combination of the increased social skills and school readiness program has demonstrated that students who attend the transition program settle and engage in school activities with more purpose.

Transition to High School has also developed into a focus area, and orientation programs with many High Schools, have seen students arriving at High School with well structured learning habits.

Students with additional educational needs are also prepared for transition, with individual learning plans developed and additional orientation time used to assist the process.

**Connected learning**

Toongabbie West has developed a hub of technology throughout 2010. The installation of a Video Conferencing capability has seen staff engage in on line training and the use of video professional learning. Students have access to Interactive Whiteboards in every teaching room; this allows access to information and communication.

In 2010 the school achieved:
- interactive whiteboards in every teaching room
- establishment of a video conferencing/connected classroom
- updating of the 'elearning' computer centre in the library
- linked the school’s scope and sequences to eLearning
- updated the schools Server and Proxy Server and established a new hub and maintenance program for the school through the DET
- initiated professional learning for all staff on interactive whiteboards and the connected classroom.

**Positive Behaviour for Learning**

(PBL) is a long term (3-7 year) process to create safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The adoption and long-term implementation of efficient and effective discipline throughout the whole school environment is critical to the process.

At Toongabbie West we have devised our statement of purpose regarding our beliefs and plans for the effective implementation of PBL.

**PBL Statement of Purpose**

At Toongabbie West Public School we aim to create a safe, caring school environment in which students are strongly supported as they learn through the use of best practice.

PBL is intended to support all students and staff across all settings. This team-based process is designed for systemic problem solving, planning, and evaluation. It involves the use of regular
reviews of data to ensure our school responds quickly to any area of concern.

PBL logic is based upon a three-tiered prevention mode:

1. Universal Prevention (school-wide)
2. Targeted group interventions (classroom)
3. Intensive individual interventions

2010 saw Toongabbie West, in its evaluation, score 97% and so PBL will move into the classroom setting in 2011

Our students have developed a sound understanding of our 3 rules, which are to: be safe, be responsible and be respectful. Students are also aware of expected behaviours in the various settings around the school.

We believe that PBL is having a positive effect on the overall behaviour of our students. Our data is showing that we are making significant improvements.

We appreciate the support of parents and caregivers in the development of this worthwhile program, as it is designed to assist with the development of behaviour, social skills and academic performance of all students at Toongabbie West Public School.

Progress on 2010 targets

Target 1

The provision of a school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential where quality teaching practices are used for every student with particular attention to personalised learning.

Our achievements included:

- teachers were supported in the implementation of the NSW Quality Teaching Framework in all classrooms;
- teacher capacity to provide high quality learning opportunities for all students with a focus on learning styles, gifted and talented students and those experiencing learning difficulties was a focus during 2010;
- staff professional development sessions on catering for language and reading difficulties in the classroom was provided by in school and external specialist staff;
- a review and development of the school's award system to include a cumulative level above the Honour Badge. Development of systems to ensure equity in reward systems was undertaken
- the development of effective classroom management plans to include visual strategies with these plans being linked to the whole school systems of PBL
- measurement of student engagement in the classroom through the implementation of the Quality Teaching Framework in the classroom;
- teaching and learning for all students' needs including gifted and talented and those experiencing learning difficulties was developed; and
- establishment of a new award, the Honours medallion.

Target 2

To provide greater access for staff and students to digital education resources for high quality teaching and learning
activities and To develop quality teaching programmes in ICT throughout the school through professional learning opportunities.

Our achievements included:

- professional learning was undertaken to enhance teacher capacity in utilising technology in their classroom
- the purchase of new Servers and ICT hardware in the school and the implementation of a scope and sequence for technology throughout the school
- purchasing of appropriate Interactive Whiteboard software to facilitate quality teaching programs in all teaching areas
- a Connected classroom (for Video and communication links) was installed in the Multipurpose room and will be utilised as an effective teaching and learning tool for students and teachers; and
- all staff were trained to utilise the Connected learning Advisory Service (CLAS) as a tool to evaluate personal ICT capabilities.

Target 3
To improve the Reading performance across early Stage 1 with a specific focus on reading through the Literacy, language and Learning Program.

Our achievements included:

- improving teacher access to appropriate resources to meet the learning needs of all students
- implementing Language, Literacy and Learning Program in Early Stage 1 with analysis of data to provide feedback and focus appropriate teaching and learning
- providing professional learning for early stage 1 teachers to access the Language, learning and Literacy Program
- analysing school based data and AEDI results to identify areas for explicit teaching; and
- engaging parental support by raising awareness of skills required to be a successful reader through Newsletter articles, parent information evenings, parent/teacher interviews, homework activities and classroom assistance; and

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 Mathematics and Teaching and Learning.

MATHEMATICS
In 2010, an evaluation on the teaching, learning and programming of Mathematics K-6 was conducted. This process included a staff survey with a specific focus on numeracy outcomes.

Background
During 2010 staff at Toongabbie West PS developed a K-6 Maths Scope and Sequence to guide classroom teaching programs and assist in the assessment and reporting of student achievement in line with DET stage outcomes.
The staff reviewed the scope and sequence document in terms of its validity, ease of use and comprehensiveness. Discussions and written responses highlighting the positive and negative features of the document, and areas for improvement, were collected and collated from all staff members.

A school-wide focus on student retention and recall of multiplication facts was implemented with the specific aim of improving the rate and accuracy of basic number facts. An initial assessment at the beginning of the term was compared to a final assessment in the last week of the term.

Findings and conclusions

**Scope and Sequence**
The staff survey revealed that:
- 100% of staff determined that the scope and sequence document was effective in providing a clear statement of mathematical skills, knowledge and understandings and explicit in showing the criteria for sound student achievement as per the stage expectations;
- 100% of staff indicated that the document was well organised, user friendly and provided strong links to DET syllabus documents. A request for an additional copy was made by 20% of teachers to allow for ease of programming at home; and _ 10% of the responses suggested that the inclusion of student work samples would further enhance accurate and consistent assessment of students’ work.

**Number Facts**
The school-wide focus on the explicit teaching of multiplication facts and automatic recall resulted in:
- An improvement in the rate and accuracy of recall for all classes, showing a percentage improvement range from 65.5% to 97%.

**Future directions**

**Scope and Sequence**
Identified areas for future development include:
- the development of common assessment tasks specific to each year level;
- sharing and inclusion of student work samples on a grade basis to assist consistent and accurate assessment of students; and
- provision of and access to the document in digital form for all staff.
- The significant growth of student achievement in the accuracy and rate of multiplication fact recall has resulted in:
  Continuation of the school wide explicit teaching of number facts, extending to addition, subtraction and division across each term.

In 2010 the school sought the opinions of parents, students and teachers about the school and in particular Teaching and Learning.
The staff survey revealed that:
- 100% of staff determined that the school policies in management of teaching and programming were effective in providing a clear outline for learning.
- 96% of parents said that they felt students followed a relevant curriculum and that learning was important.
100% of students answered that the class activities were interesting and helped them to learn.

Professional learning
All teachers K-6 have participated in a variety of Professional Learning in 2010. Training in 2010 included:
- Language, Learning and Literacy
- AUSWIM and Swimming Escort
- Best Start
- Connected Classrooms
- Keep them Safe Training
- Interactive Whiteboard and Connected Classroom.

Our Future Directions for 2011 are:
- better Literacy and Numeracy outcomes for all students
- higher quality teaching and professional standards
- improved technology-based learning and infrastructure
- assessment of student achievement in relation to syllabus standards and reporting to parents in accordance with Department policy.
- increased levels of professional learning to develop teaching and learning within the classroom
- teachers incorporating John Hattie’s work within their program
- quality Teaching Framework as a start point for program development.

Targets for 2011
Our school has established target areas for 2011 with the aim of achieving improved educational outcomes in literacy and numeracy for all students

Target 1
Spelling & Writing
To increase student understanding of the purpose and value of spelling in effective communication forms.
This includes a whole school writing program encompassing a spelling and grammar scope and sequence. Strategies to achieve this target include:

Strategies to achieve this target include:
- Sharing NAPLAN analysis with staff and continue assessment and evaluation through SMART 2
- Focussing on spelling, grammar and punctuation
- Explicit teaching of spelling and grammar and punctuation
- Utilise the school’s spelling, grammar and punctuation rubriks and explicit teaching of the skills based on NAPLAN criteria; and
- Monitor achievement by collecting and analysing school based data.

Our success will be measured by:
- improve student performance in spelling skill bands 5-6 in Year 3 in external tests to 22%, from 18%
- improve performance in spelling skill bands 7-8 in Year 5 in external tests to 30% from 24%
- 50% of Kindergarten students at Level 8; 90% of Yr 1 at Level 18; 95% of Yr 2 at Level 26
- Professional development program for teachers in spelling including analysing data, examining best
practice and implementation of innovative teaching.
- Highlighting Writing in the Literacy session across all stages.
- Analyse NAPLAN data with particular focus on spelling and grammar.
- Create opportunities as a whole school for children's writing to be published and celebrated.

**Target 2**

**Consistent Marking Rubrik**

The development of a consistent marking criteria for use by teachers and students to maintain consistency when writing K-6.

Strategies to achieve this target include:
- Improving K-6 consistency in marking and understanding criteria used to mark students work
- utilise the school's spelling, grammar and punctuation rubriks and explicitly teaching the skills based on NAPLAN criteria
- professional development program for teachers in writing including analysing data, examining best practice and implementation of innovative teaching.

Our success will be measured by:
- student performance in writing skill bands 5-6 in Year 3 in external tests to 27% from 23%
- performance in writing skill bands 7-8 in Year 5 in external tests to 18% from 14%
- development of a grammar and punctuation Scope and Sequence K-6
- Publication of children's writing in school Newsletters and website

- Children achieving age appropriate results or better in standardised testing in Stages 1, 2 and 3
- Consistency in proof-reading and editing across all stages
- Evidence of Quality Teaching Best Practice in all classroom programs.

**Target 3 - Mathematics**

Evidence of use of Quality Teaching documents in K-6 maths lessons

Strategies to achieve this target include:
- Incorporate Count Me In Too (CMIT) into school management and Teacher Professional Learning plan 2011-2012
- Pre and post testing using Schedule for Early Number Assessment (SENA) and standardised tests.
- Teachers professional learning in use of syllabus and related materials, including n mathematics Scope and Sequence and Notebook lessons, to program for mathematics.

Our success will be measured by:
- performance in numeracy skill bands 5-6 in Year 3 in external tests to 32%, from 29%;
- performance in numeracy skill bands 7-8 in Year 5 in external tests to 25% from 15%;
- CMIT targets addressed as part of management plan and Teacher Professional Learning plan.
- Evidence of Quality Teaching and Best Practice in all classroom programs.
- Post testing and NAPLAN data shows improvement of at least 2 levels.
- Valued Added results indicate that all students have improved in mathematic skills between Year 3 and Year 5
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.

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