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 current administrative staff consists of one full-time School Administration Manager, 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.

Student Achievement in 2011

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 2011, the students at Toongabbie West demonstrated improvement in learning from Year 3 to Year 5 by exceptional growth. The students exceeded the state growth in excess of 20% in many subjects. This showed a commitment to learning and hard work by both the students and staff.

Average progress in Reading between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>73.7</td>
</tr>
<tr>
<td>SSG</td>
<td>68.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Average progress in Grammar & Punctuation between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>107.9</td>
</tr>
<tr>
<td>SSG</td>
<td>82.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>129.0</td>
</tr>
<tr>
<td>SSG</td>
<td>88.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 3

85 percent of students were placed in the top 3 proficiency bands in the National Assessment Program (NAP) Writing.
67 percent of students were placed in the top 3 proficiency bands in the National Assessment Program (NAP) Reading.

88 percent of students were placed in the top 3 proficiency bands in the National Assessment Program (NAP) Numeracy.

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), Reading Recovery teacher and a School Counsellor who are committed to enhancing learning outcomes for students who require assistance.

Toongabbie West Public School continues to shine as a beacon for education and community spirit. Students, staff and parents/carers can all be proud of the achievements made.
In particular, the improvements to the school environment after all the hard work from Mr Brian Bright and Mrs Janine Timms. They volunteer to spend time developing and planting garden beds. Their efforts are welcomed and really appreciated. Many other people also help our school in many ways; organising fundraising activities, working in the canteen, uniform shop and assisting with Reading or Literacy in many classes. This year's Halloween Carnival demonstrated an amazing commitment and support of our parent community to the school and its future.

The school's banner statement 'Building Educational Success Together', encapsulates what this outstanding place of learning is all about and is reflected in many programs and activities offered by the school, ensuring that every aspect of school life (academic, social, sporting, leadership and performing arts) is catered for.

As we continue through the year, we see technology playing an increasingly important part in education. Toongabbie West is at the forefront of this technology, with an Interactive Whiteboard in every classroom. The benefits these bring to teaching and learning with students' engagement and interest through their use of technology, is provided by our P&C. Through their fundraising, we are fortunate to have these facilities in our school.

The Active-A-Thon which was held for the first time this year, this showed us the real benefit of our hall, being able to hold this event in the COLA and hall was wonderful. Although the rain came down, it did not hold us up. Community use of the hall has increased with a number of people holding celebrations and family gatherings during the year. It is a demonstration of our Community that these people feel confident in approaching the school and using our wonderful facilities.

Toongabbie West has continued to demonstrate growth in ability in NAPLAN results from Year 3 to Year 5, being "above state and local schools in the area". The school's focus with our results 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 proud group who take pride in their school. Their effort and hard work ensure the success in academic areas is matched by sporting achievements, cultural and performing arts.

We have excellent staff who access professional learning to improve students outcomes. The NAPLAN results demonstrate that the 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 meeting the needs of our students in preparing them for their future.

To conclude this report, I would like to say that as we look to the future, we must remain ever vigilant and continue to be seekers of improvement and excellence. We live in a world full of technology and we must ensure our students are ready for the world. We must measure our success by the happiness of our students, their academic success and their achievements in sport and creative arts.

Brian Firth Principal

P & C message

It has been my pleasure to be President of Toongabbie West P & C this year and to be involved with such a fantastic group of people. To my Vice President Fiona Crabb, Treasurer Todd Douglas and Secretary Cathy Allotta, plus all of the members I say thank you for your hard work and support. We welcomed some new faces this year which is always very pleasing, as new blood brings new ideas and new perspective. We will always welcome new parents whether it is at the start of the year, or during the year so please consider joining the P & C and come along once a month to help make decisions that will benefit our kids and this wonderful school.

This year, we have had the usual fundraisers, Mothers & Father’s Day stalls, Election Day BBQ and Cake stall, and for the first time we held a Girls Night In which was a great success raising just over $1000. Our major fundraiser was again our annual Halloween Carnival which raised $9500.

I am sure you would agree that this is an enormous amount of money for a small school to raise and we are so proud of our school community for their support. The P & C has funded the following proposals this year. New PSSA shirts have been ordered
for all our teams, at a cost of $3000. These will be used for all summer and winter sports, as well as zone and district representatives. $5,200 has been allocated for Numeracy and Literacy resources for both the Primary and Infants, $2,500 for Sports equipment, $2,100 for landscaping and $1195 for a Gazebo emblazoned with the name of our fantastic school for protection from the elements during carnivals and outdoor activities. Another electronic whiteboard has also been purchased at a cost of $7,000 for one of the primary classrooms that were sharing the multimedia room whiteboard, and we have also funded a kitchen here in the hall, which has proved a great asset. All up this year, the P & C has funded initiatives totaling a massive $23,800.

All these things cannot be purchased without the wonderful commitment of our Fundraising Co-ordinator Fiona Crabb, who has the ideas and brings them to fruition and tells us where to be and what to do so we thank her very much. Thanks also to all the wonderful parents for putting their hand up and helping whenever they are asked, we could not have achieved half of what we have without your dedication so to all the cake bakers, costume makers, pamphlet deliverers, people who have set up and cleaned up a big thank you to all of you.

I also need to make mention of the ladies that have worked tirelessly in the canteen this year and have consistently opened it 3 days a week. You have sorted out your own rosters and got on with it without any fuss and provided a great service to our children. We always need more people to help in the canteen; it can be 1 day a week, a fortnight or a month. No help will be refused so please give it some thought as we would hate to have to close due to lack of volunteers. Thanks also to Janine Timms who has taken on the role of grounds convenor this year. Janine has done a wonderful job keeping the school grounds looking pruned, mulched and lush so thank you for all your hard work. Thanks also to Tanya and Carolyn for running the uniform shop & keeping our kids looking smart.

Last but certainly not least I would like to thank Mr Firth and the wonderful staff of teachers for all their hard work, honesty and dedication to our children. It is very much appreciated.

Alma Zerafa- P & C President

Student representative’s message
This year, the Student Representative Council members were elected in each class, on a semester basis. That is, two representatives for Terms 1 and 2 and two representatives for Term 3 and 4.
All the children worked hard during meetings, discussing matters important to them and their school. In Term 1, we raised money for the people affected by the tsunami in Japan.

In Term 2, we raised money to purchase bins for all classes to put their food scraps into, after Crunch and Sip. These food scraps then go into the compost bin and worm farm. In Term 4, we had a disco to raise money for equipment for the hall. Thank you to all the SRC members.

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

In 2011, the school’s enrolment was 201 students. There were 90 girls and 111 boys in this number.

Management of non-attendance
Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and attendance concern notes are sent home to parents where necessary. The Learning Support Team is provided with a record of students with an attendance of less than 85%. It is the responsibility of the Learning Support Team to work with families to improve the attendance of students. If attendance continues to be a concern, a referral is made to the home school liaison officer.

Under the new policy, parents are required to seek exemptions for their child(ren). This is appropriate where students may be travelling overseas for extended times that exceed 10 school days. Exemptions for up to 50 days can be approved by the principal. Exemptions greater than 50 days require the approval of the School Education Director.

Toongabbie West Public School continues to maintain attendance rates equivalent to regional and state percentages.

This can be attributed directly to the fact that the programs and variety of opportunities provided for the students have again been interesting and vast. We provide an excellent level of education at our wonderful school, as evidenced by our increased enrolments.

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 2011 class size audit conducted on Wednesday, 17 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1M</td>
<td>K</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4K</td>
<td>1</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>3/4K</td>
<td>2</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>4/5S</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3/5S</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>20</td>
<td>31</td>
</tr>
</tbody>
</table>

**Structure of classes**

Mainstream classes within the school are formed on a parallel basis so that each class in a year has a similar academic and social mix, providing students with models of appropriate learning and behaviour within their classes. Multi-age (composite) classes are formed when the number of students enrolled in a year cannot be accommodated in single-year classes. When placing a student into a multi-year class, the school gives consideration to factors such as:

- history of placement in multi-year classes
- the ability to work independently
- student population and grade numbers limit/guide our ability to form appropriate, manageable classes.

**Staff information**

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

The following table indicates the number of staff at Toongabbie West Public School and the various roles that are undertaken. It is important to note that whilst many staff work in a full time capacity, there are a number of staff who work in a part time capacity and share classes or roles.

<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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.630</td>
</tr>
<tr>
<td>Primary PTT</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>SLSO</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.22</td>
</tr>
<tr>
<td>Total</td>
<td>19.965</td>
</tr>
</tbody>
</table>

**Teacher qualifications**

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

**Qualifications**

<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>16</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>40609.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>122341.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73281.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77062.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3688.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9813.00</td>
</tr>
<tr>
<td>Total income</td>
<td>326794.00</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>35446.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>25637.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24005.00</td>
</tr>
<tr>
<td>Library</td>
<td>4138.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9770.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50248.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>39733.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34754.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>27206.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7290.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7898.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10019.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>276144.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>50650.00</td>
</tr>
</tbody>
</table>

As the end of the Department of Education financial year is the 30th of November each year, the Balance Carried Forward represents vital funds which are required for the ongoing costs of running a school in December, and for the following:

- Payment of teacher casuals in December, 2010, usually billed to schools in late January of the following year
- Payment of Integration Aides, also billed in January of the following year
- Payment of all Bills, goods on order; i.e. utilities, supplies, etc.
- Payment of goods on order for the start of the new school year.

The balance carried forward does not represent profit or excess funds, as all funds are committed.

School performance 2011

Achievements

Arts

This year, the school choir and dance group has performed in the Celebrating The Arts at the Riverside Theatre Parramatta including a soloist from our school. Singing a total of five songs ranging in style. This is a festival incorporating many schools from the district in song, dance and drama. They have also performed for the first time at the Sydney Town Hall in the "Children’s Charity Concert" an event which raises money for the Children’s Hospital at Westmead.

The school choir regularly performs at school assemblies and other official events taking place at school. They are led by Mrs Moanda, the school Performing Arts Coordinator.

Sport

Toongabbie West Public School has been involved in sport this year. We have participated in PSSA, Soccer Gala Day with Year 3 and 4 children as participants and Years 5 and 6 children as referees, AFL Auskick sessions were held at our school. This resulted in us receiving AFL goal posts for our school to use. In addition to these sporting events we have also:
Debating

The 2011 debating team had a fantastic time. We competed in the Premier’s Debating Competition and a friendly competition, where we debated against some of the schools in the area. The team members this year were: Furqan Chowdhury, Christopher Piller, Nathan Penna, Brooke Goodrich, Willow Katz, Kiara Walsh, Roza Rebel and Louise Sheehan. Although we didn’t go through to the final of the Premier’s Challenge, we won quite a few of our rounds and we had a fun time improving our skills and meeting students from other schools. Some of the topics this year included: ‘Playing sport should be voluntary’, ‘Music videos should be banned from morning television’ and ‘We should have different primary schools for smarter students’. Everyone came up with brilliant ideas and we wrote some fantastic speeches. Being involved in debating is a wonderful experience. By Furqan Chowdhury and Christopher Piller.

Public Speaking

Once again this year, the Stage 2 and 3 students took part in the Multicultural Perspectives Public Speaking Competition. Many well-researched, passionate speeches were delivered, on topics such as ‘Racism in sport’, ‘Racism, it’s just not funny’, and ‘Every day is Harmony Day’. These talented students won their stage final and competed in the Local Regional Final: Jack Field, Logan Easton, Trishan Don Bernard and Furqan Chowdhury. Our school was also involved in the inaugural Toongabbie Learning Community Public Speaking Competition. All students from Kindergarten to Year 6 had the chance to display their public speaking skills. These students represented our school in the local final at Pendle Hill Public School: Kaitlyn Oldman, Caleb Hand, Sanctus Jo, Arman Gupta, Rajsi Vyas, Logan Easton, Joshua Egan and Furqan Chowdhury. Kaitlyn Oldman won the Kindergarten final! That
was a great day for Toongabbie West Public School. Being involved in public speaking was a great experience.

By Joshua Egan and Mrs Scott-Stevenson

Minimum standards

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

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

<table>
<thead>
<tr>
<th>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>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<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>Grammar &amp; Punctuation</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

Respect and responsibility
The values of respect and responsibility are a major part of our school’s pastoral care policy.

They are demonstrated through a focus on:
- taking responsibility for maintaining an orderly classroom and playground
- maintaining the school’s SRC to foster the democratic process
- recognising student achievement through awards and the Principal’s Awards
- understanding and supporting the school’s banner statement of ‘Building Educational Success Together’
- continuation of peer mediators and peer support initiatives
- continuation and development of Positive Behaviours For Learning
- celebrating days of cultural and historical significance.

Aboriginal education
Toongabbie West Public School has continued to maintain and strengthen productive, meaningful relationships with the Aboriginal community.

Teaching and learning programs K-6 incorporate Aboriginal perspectives to
ensure that we educate all students about Aboriginal history, culture and traditions. Toongabbie West Public School has continued to implement programs and personalised learning plans to enhance academic achievement.

**Multicultural education**

Multicultural Education covers many areas of our diverse school. Toongabbie West Public School ensures that multicultural perspectives are embedded in teaching and learning programs across all years. The Banner display in the hall embodies the togetherness of our school both in time and culture.

**Other programs**

**Reading Recovery**

Toongabbie West Public School is very fortunate to have the Reading Recovery Program operating in the school. The program is an early literacy intervention program designed to assist those students in Year 1 who are not meeting expected levels in reading. Individualised instruction is provided by a specialist teacher on a daily basis for approximately 6 months and is supplementary to the ongoing activities of the classroom.

In 2011, 8 students participated in this program with the majority achieving or exceeding the program goals. This program will continue in 2012.

**Learning Assistance**

At Toongabbie West Public School, we recognise the importance of seeing students as individuals with differing learning needs. On this basis, we aim to provide additional support and encouragement for students when necessary.

The STLA program is designed to provide skills, strategies and reinforcement of concepts in the areas of literacy and numeracy. Throughout the year, the children attend a combination of small group sessions and in class support. In the small groups, the focus is on oral reading, literacy activities, numeracy activities and educational games that are designed to increase the students’ confidence and improve their skills.

It is encouraging to see the children gain in confidence and ability as the year has progressed. It is also wonderful to see so many parents supporting their child through home reading and revision of concepts. This commitment to each child’s learning is beneficial and enhances the hard work done in the classroom.

**Live Life Well**

Toongabbie West Public School implemented the Live Life Well @ School Program in 2011. The program focused on ensuring children engaged in regular fitness sessions within the school setting. It is specifically designed to further develop fundamental movement skills and educate children on nutrition. The Crunch and Sip break continued in all classrooms in 2011, increasing the consumption of fruit and vegetables at school and promoting hydration throughout the day.

Coles generously donated fruit and water to support our Active-A-Thon and to promote healthy lifestyles within our school community.

**Swimming Scheme**

In December, students from Year 2 to Year 6 attended the DEC Special Swimming Scheme at Wentworthville Pool. The Special Swim Scheme is an intensive 10 day
swimming program that focuses on technique and water safety.

Student confidence levels and skill development had shown great improvement at the conclusion of the program.

**Professional Learning**

In 2011, all staff at Toongabbie West Public School participated in professional learning. The school receives a grant of $9770 which is specifically tied to teacher professional learning.

All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular team and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, team teaching and Individualised professional learning plans.

All teachers were provided with training in the 'Count Me In Too program'. This program aims at building teachers' capacity to help students develop Mathematics Learning in a structured hands on way.

Teachers also engaged in professional learning centred around Literacy strategies.

Staff also participated in professional learning that included asthma updates and Cardio Pulmonary Resuscitation.

Teacher professional learning is closely aligned with DEC priorities and will continue to support our school plans and targets.

**Progress on 2011 targets**

**Spelling & Writing**

To implement an explicit, systematic, integrated and balanced writing program, with an emphasis on spelling, grammar and punctuation, to improve writing outcomes.

Our achievements included:

- through the analysis of NAPLAN data, with staff, and continual assessment and evaluation through school-based assessment tasks, the school targeted areas to improve
- achievement was monitored by collecting and analysing school based data
- through the explicit teaching of spelling, grammar and punctuation targeted areas were addressed
- personal Learning Plans (PLP) were prepared for at-risk, ATSI and Phase 1 ESL students, to improve learning outcomes
- teachers demonstrate an understanding of the four forms of spelling knowledge, an awareness of phonics and phonemic awareness and this knowledge is evident in teaching programs where appropriate
- opportunities created as a whole school for children's writing to be published and celebrated.

**Target 2 - Consistent marking Rubric**

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

Our achievements included:

- the development of a grammar and punctuation Scope and Sequence K-6
- publication of children's writing in school newsletters and on the school website.
- Students achieving age appropriate results in Stages 1, 2, and 3
- Improvements and consistency in proof-reading and editing across all stages
- Quality Teaching Best Practice is evident in all classrooms.

**Target 3 - Mathematics**
Evidence of use of Quality Teaching documents in K-6 maths lessons
Our achievements included:

- Count Me In Too (CMIT) was integrated into school management and the Teacher Professional Learning plan 2011-2012
- Pre and post testing allowed targeted areas to be reinforced
- Teacher's professional learning in the use of syllabus and related materials provided improved teaching and learning in targeted areas
- Evidence of Quality Teaching and Best Practice in all classroom programs was noted and outcomes improved.
- Valued Added results indicate that all students have improved in mathematic skills between Year 3 and Year 5

**Key evaluations**

Educational and management practice

**Leadership**

**Background**
Each year the school chooses an area of Educational and Management Practice to evaluate. In 2010 the area of Learning was chosen. A SchoolMap Best Practice survey was completed via interview and telephone interviews. As the results showed, the majority of the Toongabbie West Community expressed strong confidence in the area of leadership at the school. In speaking and interacting with parents and community members throughout the year, it was encouraging to receive positive feedback on outcomes achieved and the directions in which the school was headed.

Questions asked were:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do leaders understand the context of the school?</td>
<td>87</td>
</tr>
<tr>
<td>Do leaders influence the school’s vision to effect school improvement?</td>
<td>96</td>
</tr>
<tr>
<td>Is it visible that leaders recognise the school’s strengths and build on them?</td>
<td>94</td>
</tr>
<tr>
<td>Are new ideas analysed and implemented where appropriate?</td>
<td>90</td>
</tr>
<tr>
<td>Is there consultation and collaboration and are they evident practices of the school?</td>
<td>96</td>
</tr>
</tbody>
</table>

**Future directions**

People who are appointed to, who are delegated, or who assume leadership roles within the school community, must be reflected in the wishes of the school community, considering the student's
learning first and the impact which changes might have on their learning. The leaders of the school must take time to look at educational practices and underlying theories in a thoughtful and analytical way, with the intention of creating improvement or better supporting the teaching and learning of students.

The school’s purpose emerges from shared personal visions. Leadership must encourage the development and sharing of individual visions. Leaders use collegiality and collaboration to develop a statement of school purpose by explaining and promoting the statement of school purpose.

The school represents a community where decisions involve all groups. The P&C have a major role in offering the community ideas and reflections which must be considered by the leadership group of the school.

Curriculum

PDHPE

Background

An evaluation of the Key Learning Area of PDHPE was undertaken to ascertain how students, teachers and parents felt about this area of the curriculum and how effectively it was implemented at Toongabbie West Public School.

Parents were asked for their opinion on the importance of PDHPE and its components in their child’s education. Students were asked about the importance of Exercise in their daily routine and whether they enjoyed the activities.

A teacher survey was undertaken to assess how familiar they were with the various components in the PDHPE curriculum and how they were implementing it into their teaching practice.

Parent/Carer survey:

- 100% of parents indicated that PDHPE was an important part of their child’s education and were aware that regular lessons were taking place
- 80% of parents indicated that their children enjoyed PDHPE activities
- 60% of parents felt that they were regularly provided with detailed information about their child’s progress in PDHPE.

Student survey:

- 92% of students indicated that they enjoyed school with 98% of students indicating that exercise was important to them
- 98% of students enjoyed sporting activities
- 88% of students indicated that they enjoyed exercise and were aware of their progress.

Teacher survey:

- 100% of teachers believe that PDHPE is an important part of the curriculum and were able to devise teaching/learning programs and assessment tasks which clearly and accurately reflect student achievement
- 100% of teachers regularly teach PDHPE and are familiar with its outcomes
• 90% of teachers were happy with the resources and the program used at Toongabbie West Public School.

Future Directions
In response to the survey’s findings, the school will;
• continue to provide opportunities for students to progress to a more challenging level in PDHPE including areas difficult to teach such as gymnastics
• provide teachers with training by team teaching with a gymnastics teacher.
• Source ways in which parents can be kept informed of their child’s progress in PDHPE.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.
The responses are as follows,

<table>
<thead>
<tr>
<th>Comment</th>
<th>Teacher</th>
<th>Parent</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy being part of the Toongabbie West Community</td>
<td>100</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>I feel welcomed at our school</td>
<td>100</td>
<td>94</td>
<td>98</td>
</tr>
<tr>
<td>I am proud of our school</td>
<td>100</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>The school has supportive welfare programs</td>
<td>98</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>The school offers a broad range of activities at the school</td>
<td>96</td>
<td>88</td>
<td>94</td>
</tr>
</tbody>
</table>

The survey results were analysed by a school improvement team and they made the following recommendations;
• hold Parent events/workshops on a regular basis
• share and promote student welfare programs across the school
• continue to promote and highlight the Positive Behaviours for Learning across the school
• It is pleasing to see the pride in our school from students, demonstrating that they feel they belong and also make a positive contribution to Toongabbie West Public School.

Professional learning
All teachers at Toongabbie West Public School are committed to their ongoing professional development.
Teacher professional learning throughout 2011 had a focus on Quality Teaching and Learning across all Key Learning Areas.
Our teachers strive to provide a safe, stimulating and supportive learning environment for all students.
Some of the professional learning activities undertaken by staff in 2011 include;
• staff development days focusing on behaviour management and student welfare, first aid and emergency care
• accessing ICT including using the interactive whiteboard in the classroom, consistent teacher judgement in assessment and reporting procedures
• executive staff participating in conferences and career development activities
• classroom and early career teachers participating in conferences and career development activities
• all teaching staff members participating in weekly communication, stage, curriculum or professional learning meetings and activities
• staff members running staff meetings
• a staff team participating in Positive Behaviour for Learning training.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1
Outcome for 2012—2014
Target 1 - Literacy 2012
• performance in reading skill bands 5-6 in Year 3 in NAPLAN to 38%, from the 08-11 average of 36.5%;
• performance in reading skill bands 3-4 in Year 3 in NAPLAN to 40%, from the 08-11 average of 38.6%;
• performance in reading skill bands 1-2 in Year 3 in NAPLAN to 20%, from the 08-11 average of 25%;
• performance in reading skill bands 7-8 in Year 5 in NAPLAN to 21%, from the 08-11 average of 18.3%;
• performance in reading skill bands 5-6 in Year 5 in NAPLAN to 53%, from the 08-11 average of 51.7%; and
• performance in reading skill bands 3-4 in Year 5 in NAPLAN to 24%, from the 08-11 average of 29.8%.

Strategies to achieve this target include:
• provide professional learning opportunities that will result in improved literacy levels for Aboriginal students
• continued implementation of Language, Learning and Literacy
• support the effective use of NAPLAN, Best Start data, SMART data and school-based performance data to inform teaching and learning programs in literacy
• personalised learning programs for all Aboriginal students
• provide professional learning opportunities with a focus on the Australian Curriculum
• provide a coordinated program of professional learning opportunities and support to assist in the improvement literacy levels for students in the early years
• analysing NAPLAN results and sharing analysis with school and local high school staff
• purchasing of appropriate teaching/learning resources
• focusing professional learning on the explicit teaching of correct grammar and the use of complex sentences
• utilising processes for the consistent collection of comprehension samples to produce assessment data
• ongoing analysis of in-school assessment data as a means of monitoring achievement in comprehension/reading
• utilising the school developed assessment marking criteria.
Our success will be measured by:

- improved results as indicated by the 2012 target expectations;
- students in each stage achieving at least 80% in school marking criteria and standardised testing;
- an increased percentage of students achieving in the top 3 Bands in reading (Year 3: from four year average of 58.4% to 62%); Year 5: from four year average of 42.4% to 45%);

School priority 2
Target 2 - Numeracy 2012

- performance in numeracy skill bands 5-6 in Year 3 in NAPLAN to 27%, from the 08-11 average of 24.4%;
- performance in numeracy skill bands 3-4 in Year 3 in NAPLAN to 57%, from the 08-11 average of 55.1%;
- performance in numeracy skill bands 1-2 in Year 3 in NAPLAN to 16%, from the 08-11 average of 20.4%;
- performance in numeracy skill bands 7-8 in Year 5 in NAPLAN to 22%, from the 08-11 average of 20.4%;
- performance in numeracy skill bands 5-6 in Year 5 in NAPLAN to 58%, from the 08-11 average of 55.7%;
- performance in numeracy skill bands 3-4 in Year 5 in NAPLAN to 20%, from the 08-11 average of 23.9%.

Strategies to achieve this target include:

- teacher professional learning targeting space and geometry outcomes, specifically 2D, and how to translate these into effective and efficient classroom practice
- continuation of the Count Me In Too program
- revisit the school policy ‘Working Mathematically’ document focusing on the explicit teaching and implementation of problem solving strategies
- teacher professional learning on the importance of ‘mathematical language’ and embedding strategies to implement this into classroom practice
- item analysis of NAPLAN data to inform school planning and teaching, specifically in multiplication & division
- ongoing analysis of in-school and NAPLAN assessment data as a means of monitoring achievement
- continue to develop Quality Teaching as part of the teaching and learning program.

Our success will be measured by:

- improved results as indicated by the 2012 target expectations
- improved student performance in numeracy as reflected by ongoing class assessments and whole school assessment
- all classrooms reinforce and teach number recall facts
- increased percentage of students achieving in the top 3 bands in overall numeracy (Year 3: from four year average of 55% to 57%; Year 5: from four year average of 45.4% to 48%).

School priority 3
To continue to develop a PBL based welfare system throughout the school community

Strategies to achieve this target include:
• improving signage of the PBL expectations around the school
• professional development for all staff on the principles and aspects of PBL as we move PBL into the teaching and learning areas
• completing external evaluation through the SET process to highlight the positive changes across the school through PBL systems.

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.

Brian Firth  Principal
Belinda Reedman  Assistant Principal
Rosalind Sant  R/Assistant Principal
Anita Formosa  Senior Admin Manager
All members  School Staff
SRC members
Alma Zarafa  President, P and C

School contact information
Toongabbie West Public School
Ballandella Road  Toongabbie
Ph: (02) 9631 3610
Fax: (02) 9636 8623
Email: toongabwst-p.school@det.nsw.edu.au

School Code: 4364
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: