School context

Toongabbie West Public School is a dynamic and innovative school which offers students a curriculum based on excellence in academics, creative arts and Physical education incorporating 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.

Principal’s message

2013 has been a year in which many of our students have achieved at a high level of success in so many areas. The opportunities which our school provides, allow every student the opportunity to succeed. Our school continues to shine as a beacon for education and community spirit. Students, staff and parents/carers can all be proud of the achievements.

This year has seen the completion of major building works, consolidation in information technology access for students and staff, and a steady growth in our school population. We have worked as a community to maintain a happy, productive, diverse school, with students from many backgrounds and nationalities represented, and this year we note another year of strong academic performances and sporting achievement, from school to national level. Teachers have again worked to produce more exciting challenges for our students, in and out of the classroom, and we have succeeded in broadening the range of extra-curricular programs on offer to our students. Gymnastics and science have again been major focus areas of the curriculum, and the many questions from students about, ‘why?’, ‘how?’ or ‘can I?’, reflect their interest in these areas. Toongabbie West provides every child with classes catering for the specific needs of all of our school’s wonderfully talented students; the provision of an outstanding technology program which is embedded into every key learning area; a strong commitment to providing a safe and supportive environment which values cooperation, tolerance and respect; and supportive parents and dedicated teachers working collaboratively to maximise learning outcomes for all students, whether they be gifted and talented or requiring extra support.

The school's banner statement, ‘Building Educational Success Together’, is all about the building together, by school and home, of an education which is rich, stimulating and has allowed our school to continue to develop as a school you want your child to go to, to access aspects of school life (academic, social, sporting, leadership and performing arts) which are well catered for.

The school has again shown a growth in numbers which demonstrates the fact more and more people are being attracted to a school which offers an inclusive enrolment policy and a comprehensive curriculum in a warm, caring learning environment. The strength of community support for our school is increasingly
evident too, with many successful events organised in support of the children, culminating in the fabulously successful Halloween Carnival. The magnificent Parents and Citizens group provides the school with targeted resources which improve the teaching and learning in our school.

The world of the 21st Century is one which is changing continuously and our children need to have the skills to adapt to many challenges. At this wonderful school, our students will become skilled at facing challenges, become innovative and independent, and will be taught to understand the technology which we face in everyday use.

The school enjoys a wonderful partnership with the Parents and Citizens Association (P&C). We have a clear direction for our school and our students and we work together to achieve this vision and direction. The strong partnership that the school enjoys with the Parents and Citizens Association (P&C) is an essential and vital component of the school's growth as a quality learning community. Toongabbie West Public School continues to be the school of choice for families within the local area.

Commitment to pursuing excellence is reflected in the school's achievements across all learning experiences and initiatives. Cultural diversity is recognised and celebrated by the school through multicultural days, NAIDOC Day, classroom activities and school leadership programs.

In all assessment measures and benchmarks, the students of Toongabbie West consistently achieve and exceed growth targets compared to state as indicated through our NAPLAN results, university testing, school based assessment and the learning continuums. The teachers work tirelessly to ensure that this trend continues and that children are provided with high expectations and quality teaching embedded in all classrooms through a differentiated curriculum.

We must measure our success by the success of our students, their academic growth and their achievements in sport and creative arts, as well as their enjoyment and active engagement in school life.

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

P & C message

Serving as President of Toongabbie West P&C for the first time has been a pleasure. It has been rewarding to be working alongside a great team. They have worked tirelessly all year. To my Vice President Selina, Treasurer Todd, Secretary Cathy, Fundraising Co-ordinator Cathy, Canteen Co-ordinator Karen, Uniform Shop Manager Therese, Banking Officer Terri and all other members, a very big thank you for your continued support in helping make Toongabbie West a great school.

Toongabbie West P&C always welcomes new parents who bring in new ideas. Please consider joining the P&C next year. We meet once a month at the school, to share ideas and to help make decisions that will benefit our children and the school environment.
Our fundraising efforts this year have surpassed any other year at Toongabbie West; we have raised $18,859.10, which will help purchase much-needed items for the school.

Christmas Raffle from 2012: $1076.45
Mother’s Day: $2460.45
Easter Raffle: $1393.00
Father’s Day: $2268.20
The Halloween Carnival: $11661

I would like to thank our great parents, staff, students and P&C members who spend endless hours making sure the Carnival is successful. A lot of hard work goes into organising the Carnival, setting up, baking cakes, working in the stalls, decorating the school and staying around to clean up. So again, I thank you all.

A special thank you to our wonderful office staff: Anita Formosa, Kim Coy and Ruth Rooke, who are always helpful in assisting us with the many administrative tasks for the Carnival and our other fundraising events.

I would like to make a very special mention of Cathy Allotta, who took over most of the fundraising this year. Cathy put in a lot of her time sending hundreds of letters and working many hours to get donations for the school. This year, Cathy received over $3500.00 in donations. Unfortunately Cathy will be leaving us. She will be greatly missed.

This year, the P&C contributed to school in the following ways: purchasing interactive whiteboards, a Taz suit, CPR first aid training for all students, 15 iPads and cases, a fridge/freezer and funding repairs to the canteen building. We also supported Alofi and Monica, financially, so that they could attend the National PSSA Athletic Championships in Brisbane.

The P&C have committed to contribute financially to new resources that will assist children reading with the PM e-Collection app. The P&C are going to build their bank balance, so they can assist the school in a major project. They will also contribute $22,000 to help with the cost of an all-weather netball / volleyball / basketball court.

I would like to give a very big thank you to the ladies who volunteered to work in the canteen. We are always in need of extra volunteers, as currently the canteen is only able to operate three days per week. Our famous pancake day, held once a term, is a huge success.

I would like to thank our Principal Mr Firth and his dedicated staff, for continuing to do a fantastic job educating our children and helping them to achieve great results and prosper in all areas of learning. The P&C would like to wish the Year 6 students all the best as they begin a new chapter in their lives, transitioning to high school.

Finally, the Toongabbie West P&C would like to wish all families, students and staff a Merry Christmas and a safe and happy
new year. We look forward to seeing you all in 2014.

Natalie Beasley
P&C President

Student representative’s message
The Student Representative Council (SRC) is an important and integral group within the school. The SRC provides students with varied opportunities to learn and foster leadership skills, to develop communication skills and to participate in the decision making process. It empowers students at our school to identify and help solve problems. Students are then encouraged to present solutions to these problems. Being a part of the SRC assists in developing leadership and communication skills.

This year, members of the SRC were responsible for various portfolios. Portfolios included the Environment, Charities, Publicity and Fundraising. The SRC raised funds by organising SRC Disco’s and Gold Coin donations to NSW Bush Fire Appeal and the schools ion the Blue Mountains after the devastating fires.

Mrs Joan marks- SRC Coordinator

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>111</td>
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<tr>
<td>Female</td>
<td>68</td>
<td>90</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and notes are sent home where necessary.
If students have attendance at less than 85%, the Learning Support Team work with families to improve attendance. 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 Director. Where exemptions are granted, absences do not count in attendance data for the school.

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

The improvements in attendance at Toongabbie West of over 2 percentage points above state averages is a good indicator of the value parents place on education.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>96.4</td>
<td>96.9</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>93.4</td>
<td>97.2</td>
</tr>
<tr>
<td>2</td>
<td>95.3</td>
<td>94.3</td>
<td>96.0</td>
</tr>
<tr>
<td>3</td>
<td>93.7</td>
<td>93.1</td>
<td>97.7</td>
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<tr>
<td>4</td>
<td>88.6</td>
<td>92.0</td>
<td>95.7</td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>94.5</td>
<td>97.1</td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>96.5</td>
<td>95.1</td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>94.4</td>
<td>96.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2011</th>
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<th>2013</th>
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<td>K</td>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>93.8</td>
<td>94.6</td>
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<table>
<thead>
<tr>
<th>State DEC</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>20.645</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

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>
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<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89,298.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>147,099.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>118,021.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69,659.85</td>
</tr>
<tr>
<td>Interest</td>
<td>3,938.77</td>
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<tr>
<td>Trust receipts</td>
<td>7,372.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>346,091.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>34,293.84</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>22,449.65</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17,524.70</td>
</tr>
<tr>
<td>Library</td>
<td>3,504.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>488.82</td>
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<tr>
<td>Tied funds</td>
<td>109,481.04</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45,229.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>31,043.41</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27,563.47</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16,933.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9,507.36</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>318,020.11</td>
</tr>
</tbody>
</table>

| Balance carried forward | 117,369.49 |
This year we carried over $117,369.49 but outstanding accounts need to be settled. These include:
Unpaid Orders & Invoices $ 2,881.65
Tied Grants $ 34,693.21
Trust Funds $ 1,510.25
Unpaid Salaries $ 3,762.89
Provision for Asset Replacement $34,300
A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Numeracy

Other achievements

Implementation of the Language, Learning and Literacy (L3) Program

Our Kindergarten and Year 1 teachers were involved in training and development regarding the implementation of the L3 program. This program encompassed highly effective strategies related to the learning of early literacy skills. The program proved to be highly successful, with 95% of students achieving above the expected literacy benchmarks in reading.

CAPA

The school enjoys a strong tradition of opportunity and achievements in the arts. The use of performance as an integral component of the Creative Arts Syllabus, involving music, dance and drama, occurs on an individual, class, grade, stage and whole school level, both in and out of the school. Students from Year 3 to Year 6 were involved in the Senior Dance Group. This year, it was a little different; we showcased dances from various eras. Swinging to the beat of the Bill Elliot Swing Orchestra, our 'Charleston dancers' began the routine. They were followed by our 'Pink Ladies', bopping to John Travolta and Olivia Newton John's 'We Go Together', and our performance ended with the boys popping to 'Pitbull' and Christina Aguilera's 'Feel This Moment'. We were able to showcase our talents, performing at Parramatta Riverside Theatre, with many other schools. Celebrating The Arts was a wonderful experience and the students were amazing.

The 2013 K-2 Dance Group are enthusiastic and talented. Excited about hip hop, they consistently rehearsed their routine to the
song ‘Good Feeling’ by Flo Rider.

The children were chosen to perform this routine at Parramatta Riverside Theatre for Celebrating the Arts.

They also performed at the Annual Halloween Carnival, receiving lots of cheers and appreciation from the crowd. The students in the K-2 Dance Group have an infectious energy and natural ability shining through on the stage.

**Debating and Public Speaking**

At Toongabbie West Public School we believe that, in addition to preparing our students well academically, we must also prepare them for life after school. The many opportunities we provide for debating and public speaking allow our students to practise important life skills. Students need not only to be able to provide relevant and focused answers: they need also to learn how to pose their own questions, how to explain, speculate, imagine, hypothesise, explore, evaluate, discuss, argue, reason and justify.

Debating is a wonderful activity for students because they develop skills in the areas of research, creating a sustained argument, presenting a point of view, and rebuttal. Debating has a number of benefits for those students involved, as in all aspects of life it is beneficial to have the ability to speak well and to present confidently. Yet debating fosters skills far beyond the ability to speak in public. It teaches students to take an objective view of issues, to be aware there is an opposite point of view to theirs, and to think quickly under pressure.

In 2013, the members of our debating team attended an intensive debating training workshop. This readied them for their participation in the challenging and highly competitive Premier’s Debating Challenge. In addition to individual class oral literacy programs, all students in Stage2 and Stage 3 participated in The Multicultural Perspectives Public Speaking Competition, which encouraged them to engage in contemporary debates about identity and living together. The school finalists who competed in the Local Regional Final received high praise from the adjudicators.

Participation in debating and public speaking competitions takes students out into the wider community. It enables them to demonstrate their commitment to their school and, just as importantly, to the teams they represent.

**SCIENCE**

“I loved everything we did in science this year with Ms Katz. My favourite experiment was making and using the solar-powered pizza box ovens. It was so much fun! I also absolutely loved making rockets on the Science Gala Day. We made them fly with bicarb of soda and vinegar – chemistry experiments are awesome!”

by Esperance (2013 Primary Science Award recipient)

“I love science because we learn lots of fun things with Ms Katz. One of my favourite things that we did this year was making and tasting the yummy sherbet during chemistry. I also liked making my animal project. It was great when the Zoo Mobile
came to visit – the Blue-tongue Lizard was really cute.”
by Savannah (2013 Infants Science Award recipient)

Significant programs and initiatives

Aboriginal education
At Toongabbie West Public School, we endeavour to embed the principles of Aboriginal and multicultural education into the regular teaching programs from Kindergarten to Year 6. As part of their education, our students are exposed to Aboriginal perspectives in all of the Key Learning Areas.

Throughout 2013, Toongabbie West Public School has maintained a rich Aboriginal educational focus and continued a meaningful relationship, based on respect, with members of the Aboriginal community. Toongabbie West Public School has continued to devise and implement programs to enhance the academic achievement of all Aboriginal students.

Children who are of Aboriginal or Torres Strait Islander heritage have been identified and their progress, both academically and socially, is monitored with support being provided to those students and teachers accordingly. Celebration days and weeks were recognised within the school.

In 2013, Aboriginal performers visited our school and conducted an informative presentation about Aboriginal values, traditions and dreamtime. The students thoroughly enjoyed the performance. Community members shared in the celebrations with students and teachers. All feedback was extremely positive. Toongabbie West Public School is constantly striving for positive outcomes in Aboriginal education.

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. Programs such as English as a Second Language (ESL) and professional learning in for staff have enabled us to meet student and community needs across our school.

Reading Recovery
Toongabbie West Public School continued to utilise the early literacy intervention program Reading Recovery in 2013. Year 1 students who were not meeting grade standards in reading and writing were selected to receive additional one-on-one lessons each day. Individualised programs are developed by a specialist teacher and are continuously updated to ensure accelerated learning. These programs are designed to supplement ongoing classroom learning.

In 2013, 11 students participated in this program with a majority achieving or exceeding grade expectations and the program goals. This beneficial and successful program will continue in 2014.

Technology
The school maintained and expanded its implementation of technology programs. The establishment of a technology room and introduction of iPads into Classroom
lessons proved extremely successful and greatly increased student engagement in lessons. Teacher professional learning regarding the implementation of iPads into daily lessons will continue to be a focus area in 2014. These technology programs will greatly enhance the development of students’ technological skills, which are vital in modern society. The installation of an additional 2 interactive whiteboards in classrooms during 2013, and the purchase of 11 desktop computers for classrooms, will enable a greater number of classroom teachers to engage their students in up-to-date technology lessons. This will ensure that all classrooms in the school, including the library, have interactive whiteboards. During the year, technology was incorporated into the school’s teaching programs as follows:

- Students in Kindergarten were taught how to log on to the computer, use basic keyboard skills and use the school’s network. Graphics and word processing skills were enhanced through the use of Kidpix programs
- Students in Years 1 and 2 were introduced to email techniques, simple internet searches, and word processing skills, such as changing text, inserting clip art and inserting photos
- Students in Years 3-6 were involved in integrated lessons involving Microsoft Word, Microsoft Excel, Microsoft Publisher and Microsoft PowerPoint programs
- Students conducted research on HSIE topics utilising the internet linked to the school website. The students also enhanced their knowledge of emailing
- Through Creative and Practical Arts groups, students were involved in photography lessons and developed skills in manipulating photo software
- Kindergarten to Year 6 students were exposed to operating mobile devices within classroom lessons.

Toongabbie West Public School – Hearing Support Preschool

Early childhood is a crucial time for children to learn because this is when they develop a solid foundation for learning. Children learn best by exploring and learning through play, interacting with their environment and watching people in everyday life.

Early childhood education focuses on five areas of learning: cognitive, language, social-emotional, fine motor, and gross motor. Children can never be too young to educate and the younger a child begins education the better.

Therefore, it is just as imperative that children with a hearing impairment receive Auditory Development and Early Intervention to develop their speech and language. As speech and language is the key to expressing our thoughts, needs and feelings and by which we receive and comprehend the thoughts, needs and feelings of others (McConnell & Liff, 1975).

At Toongabbie West Preschool the teaching staff offer a variety of learning experiences daily based on the five areas of learning, with the utmost importance of improving optimal language function for children with a hearing impairment. 'The
Early Years Learning Framework for Australia’ guides the preschool educators and where appropriate the students are encouraged to socialise and to experience feeling a part of whole school events. The students all receive individualized learning programs to cater for their language and educational needs, in a small, safe and happy classroom environment.

Positive Behaviour for Learning

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.

This year, we have continued our focus in the classroom. Our students have developed a sound understanding of our 3 rules, which are to: be safe, be responsible and be respectful. We focus on one of these areas each week. Students are also aware of expected behaviours in the various settings around the school and in the classroom. We have established set routines in all classrooms so that all students know what is expected and the consequences of not meeting these expectations.

Taz (the Tasmanian Devil) has been our PBL mascot at school for a number of years. This year, we are helping to sponsor a devil from Tasmania named Narcissus. We are involved in a program to try to save the Tasmanian Devils from a serious disease.

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

This year, at our school assemblies, we have been presenting special PBL awards to students who have demonstrated behaviour that was an excellent example of being safe, respectful or responsible.

All students achieving an Honour Badge were invited to a special Principal's Morning Tea. These are held twice per year and provide the opportunity to celebrate the students' significant achievement.

We appreciate the support of parents and caregivers in facilitating the improvement of behaviour, social skills and academic performance of all students at Toongabbie West Public School.

Bruce Pickworth (PBL Co-ordinator)

**PEER SUPPORT**

The Peer Support Program provides a peer-led program which fosters the physical, social and mental wellbeing of students in the Toongabbie West Public School community.

The peer-led sessions are conducted by students in Stage 3 and run for eight weeks through Terms 2 and 3. This year, the focus for Peer Support was "Promoting Harmony". The goal of the program was to support students in developing the skills, knowledge and attitude necessary to
actively and critically construct shared values.

Live Life Well @ School
Live Life Well @ School (LLW@S) is a joint initiative between the NSW Department of Education and Communities and NSW Health that aims to get more students, more active, more often. Toongabbie West Public School continued to implement the Live Life Well @ School program in 2013. The focus of this program is to ensure the successful teaching of the fundamental movement skills and nutrition to all students across the school. The program also aims to improve teacher's knowledge, skills and confidence in teaching about nutrition, making healthy choices and the fundamental movement skills as part of the Personal Development, Health and Physical Education (PDHPE) Syllabus.

This year a new action plan was developed for Toongabbie West Public School to ensure we continue to effectively teach the fundamental movement skills and educate our students on nutrition. All classes continued to participate in Crunch & Sip daily, encouraging students to eat more fruit and vegetable throughout the day and to highlight the importance of drinking water regularly.

PSSA NETBALL
This year our Netball teams developed skills that enabled them to become better players. The senior team consolidated some of the team plays that we had been working on the previous year and the junior team worked hard to learn the rules and positions. Students in Stage 3 were lucky enough to meet some famous athletes. Catherine Cox and Liz Ellis were coaches for a special clinic held by Macquarie Sports at Binalong Oval. Overall, it was a fabulous, successful year.

Professional learning
Teacher Professional Learning funds this year were mainly used to develop teachers' Information Technology skills, particularly with using interactive white-boards, and modifying our pedagogy to make best use of smartboards.

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

All ES 1 teachers were provided with training in the Language Literacy and Learning pedagogy. This focuses on early development of reading and comprehension, vital skills for early learners.

Developing a balanced mathematics session high in the elements of the quality teaching framework have been an area of professional development for all staff. Training has included professional discussions, observation lessons, coding lessons and the collaborative development of units of work as well as Count Me in Too. Other professional learning included anaphylaxis, 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.

Implementation of the Australian English and Mathematics Syllabuses
During 2013, all teachers were involved in professional learning regarding the implementation of the new Australian Mathematics and English Syllabuses. This will continue to be a focus area in 2014, with extensive professional learning being undertaken by all teachers. This will equip teachers with the necessary understanding and skills to comprehensively implement the new syllabuses.

Parent/caregiver, student, and teacher satisfaction
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 2013 our school carried out evaluations of Enrolments and English.

Managing Enrolment Pressures
Toongabbie West has become a sought-after school in recent years, with many students from outside the school’s small zone applying each year for places at the school. There has been a changing shift in housing with many new students now living in apartments and high-rise buildings by the railway.
This year we again looked at how we consider non-local applications, to ensure a fair and transparent process.

Background
DEC policy has these key features:
• Schools can accept non-local enrolments where there are “spare seats”
• In considering applications, a parent/staff committee needs to be established to impartially consider each application
• Circumstances which might support non-local enrolment applications include availability of specific courses, access to child-care, availability of before and after school care, and current enrolment of siblings.

Findings and conclusions
The school community informally surveyed parents seeking their views on acceptable criteria for prioritising non-local applications. Findings and recommendations from this were as follows:
• Proximity to current school boundaries is a main factor in “ranking” non-local applications
• Urgent need of child-support services, through availability of care support services, or proximity of parent’s work-place, are important factors.

Program evaluations
English
Background
English is one of the six Key Learning Areas and has been a focus for 2013. Data from surveys, observations, discussion groups, work samples and interviews have all been collated to evaluate this Key Learning Area.

Findings and conclusions
Collated data indicated the following:
• 95% of the community feels that English is an important subject. As a school, we will continue to implement daily balanced literacy sessions that incorporate pedagogies that best meet the needs of our students
70% of our community feels that students are getting better at writing, but only 50% of staff believe that students enjoy writing. Teacher professional learning will focus on improving student engagement in writing.

89% of students and parents believe that it is important to integrate technology into English lessons. We will continue to purchase resources to support this area.

School planning and evaluation 2012–2014

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.

Progress on 2013 Targets

School priority 1
Outcome for 2013

To increase the percentage of students at or above national minimum standard in Numeracy in:

- Year 3 from 89.3% in 2012 to 94% in 2013
- Year 5 from 96% in 2012 to 97% in 2013.

Our achievements included:

- Professional development in numeracy to ensure that teachers are prepared for the demands of the New NSW Mathematics Syllabus
- Continuation of the Count Me In Too program
- Item analysis of NAPLAN data to inform school planning and teaching
- Ongoing analysis of in-school and NAPLAN assessment data as a means of monitoring achievement
- Continued to develop Quality Teaching as part of the teaching and learning program
- Improved results as indicated by the 2013 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.

School priority 2
Outcome for 2013
Improved student outcomes in Reading and Writing. To increase all students achieving at or above regional reading standards.

Our achievements included:
- Kindergarten staff continued to implement Language, Learning and Literacy (L3) and attend ongoing professional learning to support pedagogy and practice
- Year One teachers attended Language, Learning and Literacy (L3) professional learning to continue the implementation into year one
- Year 2 – 6 teachers were exposed to the Language, Learning and Literacy (L3) pedagogy and practice involved in reading and writing
- Selected Year One students participated in the Reading Recovery Program
- K-6 teacher development sessions on utilising the Literacy Continuum as a tool for assessment and learning. All teachers plot children on the Reading texts clusters on the continuum
- Use spelling assessment data to track student growth and achievement and to inform teaching practice that supports differentiation
- English committee have developed and supported the implementation of a K-6 Spelling Scope and Sequence.

School priority 3
Outcome for 2013
Place IT skills at the centre of our teaching.
To provide greater student access to ICT, in order to increase student engagement in lessons and to improve literacy and numeracy outcomes.

Our achievements included:
- Purchasing of fifteen iPads
- Purchasing apps to support class literacy and numeracy programs
- Providing in-servicing for staff in relation to using the iPads in the classroom effectively
- Installation of a wireless network in classrooms, used by physically disabled children, in order to give them easier access to the intranet and internet
- Stocktaking of ICT equipment and distributing it equitably across the school.

School priority 4
Develop a range of initiatives addressing the mental health and physical needs of our students, providing them with a richer more supportive pastoral school network.
These included:
- Continuing Crunch and Sip program, to address health/dietary needs, adopted across all grades
- Premiers Sports Challenge to promote regular healthy exercise
- active Extra Curricular Sports program with cricket, AFL and NRL involvement
- Harmony Day a show-case for the many cultures present in the school
- creation of several “club” activities, to provide further challenges for students alongside normal
Our achievements included:

- High participation rates in school Clubs
- Effective and popular sporting activities with increased participation levels
- Extremely high approval rating for after School Sports programs

School planning and evaluation 2012—2014

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.

Outcome for 2014

Target 1:
Raise the number of students achieving stage based outcomes in reading.

Strategies to achieve this target include:

- Continue to implement the Language, Learning and Literacy (L3) program across stage 1
- Teacher professional learning regarding reciprocal reading strategies
- Implementation of the ‘Focus on Reading’ comprehension program from years 3 to Year 6
- Closely monitor student progress through moderated reading assessment tasks and benchmarking
- Including relevant students in the learning support program
- Teacher professional learning regarding the use of the ‘Springboards’ reading scheme
- Teacher professional learning regarding the successful differentiation of curriculum
- Expansion of ‘Best Start’ teaching strategies into Stage 1.

Our success will be measured by:

- Raising the number of Year 3 students achieving in the top two bands in NAPLAN to 48%
- Raising the number of Year 5 students achieving in the top two bands in NAPLAN to 40%
- Increased student ability to answer higher-order comprehension questions.
- Improved student results in school based assessments.

Target 2:
Raise the number of students achieving stage based outcomes in numeracy.

Strategies to achieve this target include:

- Maintain a whole school tracking system to record student skill development in number
- Expansion of ‘Best Start’ teaching strategies into Stage 1
- Refinement of grade based assessment tasks from Kindergarten to Year 6.

Our success will be measured by:
• Raising the number of Year 3 students achieving in the top two bands of NAPLAN to 45%
• Raising the number of Year 5 students achieving in the top two bands of NAPLAN to 33%
• Increased student achievement in school based assessments.

Target 3:
*Continue to expand the ability of teachers to effectively integrate technology into daily classroom lessons, especially mobile devices.*

Strategies to achieve this target include:

• Continue to improve staff knowledge and skills in incorporating technology into daily classroom lessons, through professional learning
• Purchasing an additional 15 iPads to increase access to all students
• Highly skilled staff to mentor less skilled staff through team teaching
• Continue to enhance the technology available to staff and students, especially mobile devices
• All classes to utilise the technology room on a more consistent basis.

Our success will be measured by:

• Improved teacher ability to incorporate technology into daily lessons
• Increased student ability to manipulate technology
• Increased student results in school based technology assessments, including an increase in students achieving a credit in the UNSW computer test by 15%
• Development of formal use by students of tablet and PC timetables

• Improved technology resources throughout the school.

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

Rosalind Sant – Assistant Principal
Bruce Pickworth – Assistant Principal
Joan Marks – Teacher
Brian Firth – Principal
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Students contributions

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: