



# Islington Public School Annual School Report



# 2011



## Our school at a glance

### Students

Our enrolment at the end of 2011 was 81 students. This school population of 81 students is drawn from a diverse local community, with approximately 10% of Aboriginal background. There is a significant population of non-English Speaking Background students and the school is supported by the New Arrivals program. The school is currently part of the Priority Schools Program.

### Staff

In 2011 we had 8 teaching staff, 1 School Administration Manager, 1 permanent and 3 temporary School Learning Support Officers, 1 School Counselor and 1 General Assistant.

Islington Public School has staff highly trained in Quality Teaching and specialist programs and demonstrates its high expectations of student success through planned professional learning opportunities.

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

### Significant programs and initiatives

During 2011 our school was a spoke school within the Tighes Hill Centre for Excellence. As a result teachers received ongoing professional learning in literacy, numeracy and technology and this training linked directly with the 2011 school plan. The school continued to forge strong bonds with a number of charities and business houses including *Chuck Duck and Rooster Cluck's Good Life Truck* and Port Waratah Coal Services. The school continued to focus on modern teaching practices and began utilising facebook as a means of communicating with parents and students. Further to this, all classes now run the interactive learning platform Moodle. Service Learning continued to have a focus within the school and a number of real life learning experiences took place. The school was also fortunate enough to receive a substantial grant which saw 26 students attend the Bundanon Estate arts camp. Parent involvement has also increased throughout 2011

and a number of parents have volunteered their time in the beautification of the school grounds.

### Student achievement in 2011

Students in Year 3 did not meet expectations in reading and writing and performed below state averages. However, they performed above the state average in spelling and aspects of grammar and punctuation.

Students in Year 5 also performed below the state average in both reading and writing but were well above the state average in both spelling and grammar. Growth for students tracked between Years 3 and 5 demonstrated improvement, which on balance was slightly below state average. Student growth has been a highlight in past years.

In Year 3 numeracy our results were average. No students scored at or below minimum standard but there were also few students who were deemed to be proficient in numeracy.

In Year 5 numeracy 90% of students were at or above minimum standard compared to the state but the school was still under represented in the highest 2 bands. Again, growth in this area between Years 3 and 5 was below the previous year.

## Messages

### Principal's message

2011 saw a number of changes at Islington Public School. The school was in a position to employ an extra teacher and a fourth class was formed. The school is also enjoying fantastic results in literacy programs in the infants. The school was supported by local charity *Chuck Duck and Rooster Cluck's Good Life Truck* who assisted with the very successful breakfast club. Service Learning continued to be implemented on a class basis and students in the senior classes completed a very successful project assisting the people affected by the Japanese tsunami.

The school has also been supported through the Tighes Hill Centre for Excellence which has allowed staff to access many professional learning activities in the areas of literacy, technology and numeracy. Senior students also took part in an ongoing drama project delivered by the Tantrum Theatre Company which resulted in combined performances with Carrington and Tighes Hill Public School. During Term 3 the substantive Principal Mr Andrew Pryce was appointed as relieving principal at Adamstown Public School. During this time Mr Sean Beeton fulfilled the relieving role of Principal at Islington Public School.

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.

**Andrew Pryce**

### P & C and/or School Council message

The P&C has experienced mixed involvement throughout the year. There were a great number of parents present early in the year but this number decreased as the year progressed. The P&C continued to support the school through fundraising activities such as pie and slice drives, book week, sausage sizzles and catering services. Through its fundraising the P&C was able to donate a Digital Camera to the school and library resources.

**Val Adams and Terri Hure**

### Student representative's message

It has been a great experience being school captains at Islington Public School. We have all enjoyed the opportunity to develop our leadership skills by representing the school at a number of functions and this has been thoroughly enjoyable. We would like to wish the new captains the best of luck in their role in 2012.

**Liam Bathgate, Phoenix Tauvao, Brooklyn Cooper, Stanley Uru**

## School context

### Student information

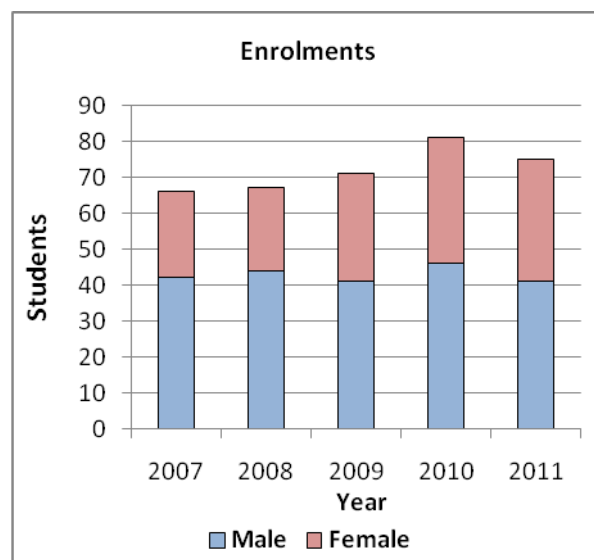
Being such a small school our students learn excellent social skills. They interact with students from all ages on a daily basis and are not restricted to finding friends within their year group. Our teachers know our students and their families intimately and have strong, positive relationships.

Our students are generally very well behaved and bullying is not a problem we often have to deal with.

### Student enrolment profile

**Student Enrolment**

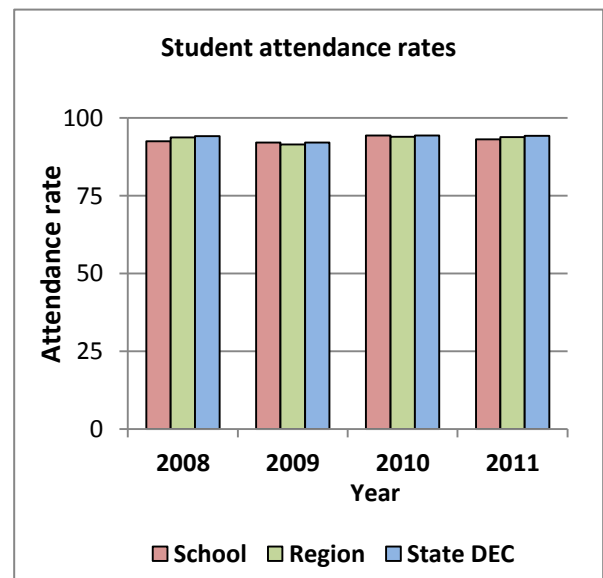
Gender	2007	2008	2009	2010	2011
Male	42	44	41	46	41
Female	24	23	30	35	34



Student enrolment at Islington Public School continues to remain consistent despite the mobility of our community. We have a student enrolment of 75 students, 41 males and 34 females.



Student attendance profile					
Student Attendance					
School	Year	2008	2009	2010	2011
	K		91.5	95.5	92.7
	1		95.5	95.7	92.7
	2		88.8	97.4	92.9
	3		93.6	95.9	93.6
	4		90.6	94.3	97.6
	5		92.3	89.5	90.7
	6		90.2	92.2	91.5
	<b>Total</b>	<b>92.5</b>	<b>92.0</b>	<b>94.3</b>	<b>93.1</b>
Region	K		94.3	94.6	94.7
	1		93.6	93.9	93.9
	2		93.7	94.0	94.0
	3		93.7	94.0	93.8
	4		93.5	93.9	93.9
	5		93.4	93.7	93.6
	6		93.0	93.3	93.2
	<b>Total</b>	<b>93.7</b>	<b>91.5</b>	<b>93.9</b>	<b>93.9</b>
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	<b>Total</b>	<b>94.1</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>



School Attendance rates have remained consistent over the past 4 years. We had an attendance rate in 2011 of 93.1 % compared to the state of 94.3%.

### Class sizes

Primary class sizes are included in the annual school report 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 Monday 21 March 2011.



## Islington Public School

Roll class	Year	Total per year	Total In class
K/1H	K	8	11
K/1H	1	9	11
1/2L	1	3	15
1/2L	2	6	15
3/4J	3	6	16
3/4J	4	10	16
5/6P	5	9	18
5/6P	6	9	18

Islington Public School prides itself on providing quality and engaging teaching practice to minimum class sizes. In 2011 there was no class with more than 18 students and as an early intervention target, numbers in K-2 were well below region levels.

### Structure of classes

In 2011 classes were structured to incorporate a dedicated Kindergarten/Year One class, three combined stage classes and one support class.

### Staff information

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

Staff consisted of a teaching Principal, two permanent classroom teachers, one permanent support class teacher, four temporary classroom teachers, one school administration officer, 4 school learning support officers, one school counsellor and one general assistant.

### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teachers	5
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	1
Teacher of Reading Recovery	
Support Teacher Learning Assistance	
Teacher Librarian	1
Teacher of ESL	1
Counsellor	1
School Administrative & Support Staff	5
Total	15

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

In 2011 there were no staff members with an Indigenous background.

### Staff retention

All but one staff member returned to resume the 2011 school year at Islington Public School. The temporary staff member left due to gaining permanent status at another Hunter region school.

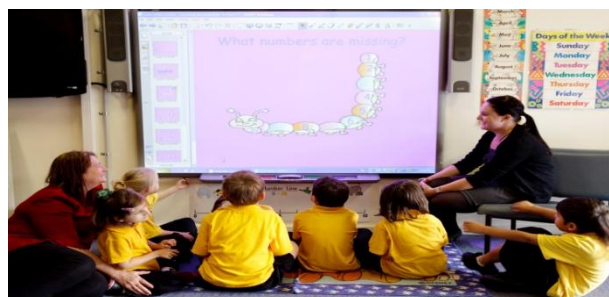
### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

### 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
Income	\$
Balance brought forward	184,264.16
Global Funds	94,731.77
Tied Funds	100,332.45
School & Community sources	33,392.22
Interest	9,885.43
Trust receipts	13,532.75
Canteen	0.00
Total income	<u>251,874.62</u>
<b>Expenditure</b>	
Teaching & learning	
Key Learning areas	48,832.97
Excursions	2,082.01
Extra Curricula dissections	11,573.29
Library	1,916.79
Training & Development	973.28
Tied Funds	102,320.25
Casual relief teachers	7,321.29
Administration & Office	30,785.28
School-operated canteen	0.00
Utilities	24,855.44
Maintenance	6,825.55
Trust accounts	13,648.94
Capital programs	0.00
Total expenditure	<u>251,135.00</u>
<b>Balance carried forward</b>	<u><b>185,003.69</b></u>

A full copy of the school's 2011 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 2011

### Achievements

#### Arts

Islington Public School students were given the opportunity to participate in a wide variety of creative and performing arts experiences and develop their skills in the areas of visual arts, music, drama and dance.

Senior students were granted scholarships to attend the Bundanon Estate artist colony on the NSW south coast early in the year. All school grades developed and performed musical, dance

and drama performances for both the Easter and Christmas whole school concerts that were well-received by the wider school community. Students were also given weekly music lessons delivered by the Song Room Drumbeat program. School excursions were also planned to expose students to variety of artistic experiences, such as the Newcastle Regional Art Gallery and Sydney Symphony performance. Students also participated with great credit in the Callaghan Cluster Choir show *Pure Imagination*. Islington Public School students were singled out for special mention due to their creativity, enthusiasm and talent.

#### Sport

During 2011 students were provided with the opportunity to participate in a variety of sporting activities and events. These included a range of weekly sporting activities such as T-Ball, Swimming, Soccer, Oz-Tag, Hockey and tabloid sports to name a few. Students also benefited from specialist instructors coming to the school to teach the skills of Basketball, Tennis, Rugby League and Soccer. Students continued to be supported to develop their tennis skills through the Kids Tennis Foundation that conducted weekly lessons at the school throughout the year. Islington students represented their school well at the Small Schools Sport Carnival with many achieving a place ribbon in events. Students also competed in an Oz-Tag Gala Day at Smith Park with many new junior players coming along and having fun. The year ended with the ever popular Intensive Swimming Program for students in Years 2-6. The poor weather did little to dampen the enthusiasm of students and all who attended improved their swimming skills considerably during the two-week program.

#### Other

The school has continued to develop its technology focus through the purchase of interactive whiteboards and interactive technologies to support student learning. The school now has two connected classrooms with the latest acquiring the most recent high-definition video conferencing technology available.

Similarly the school has incorporated modern communication practices to engage the broader school community with facebook and moodle

offering parents and students an avenue to view learning and events occurring within the 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)

## Literacy – NAPLAN Year 3

(Tables are displayed as less than 10 students in Year 3 sat for the exam)

### Year 3 NAPLAN Reading

Average score, 2011	School		SSG		State DEC	
	314.7		386.2		415.6	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	2	2	0	1	1	0
Percentage in Band	33. 3	33. 3	0.0	16. 7	16. 7	0.0
School Average 2008-2011	17. 9	21. 4	17. 9	21. 4	14. 3	7.1
SSG % in Band 2011	6.2	17. 9	24. 6	23. 5	13. 3	14. 5
State DEC % in Band 2011	4.6	12. 2	19. 4	21. 1	16. 6	26. 2

## Year 3 Reading

- 35% of students scored in the top 3 bands in reading
- Reading levels in Year 3 were well below state average.

## Year 3 Writing

Average score, 2011	School		SSG		State DEC	
	346.0		399.0		422.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	2	2	2	0	0
Percentage in Band	0.0	33.3	33.3	33.3	0.0	0.0
SSG % in Band 2011	4.4	7.6	20.3	25.4	34.7	7.5
State DEC % in Band 2011	2.5	5.0	14.4	21.7	40.7	15.8

## Year 3 Writing

- 100% of students at or above Minimum standard.
- 66% of students in the top 4 bands
- 50% of boys in band 4.
- 67% of LBOTE in band 4.

## Year 3 NAPLAN Spelling

Average score, 2011	School		SSG		State DEC	
	397.2		388.8		415.5	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	1	1	3	0	1
Percentage in Band	0.0	16.7	16.7	50.0	0.0	16.7
School Average 2008-2011	10.7	10.7	7.1	21.4	35.7	17.9
SSG % in Band 2011	6.9	12.3	22.9	22.2	22.5	13.2
State DEC % in Band 2011	4.4	7.9	19.4	20.3	24.8	23.1

### Year 3 Spelling

- 100% of students meeting minimum bench marks.
- 60 % of students in the top 4 bands in spelling.
- 50% of LBOTE in the top 4 bands in spelling.
- 90% of girls in the top 4 bands in spelling.



### Year 3 NAPLAN Grammar and Punctuation

Average score, 2011	School		SSG		State DEC	
	364.3		389.3		422.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	2	2	1	0	1
Percentage in Band	0.0	33.3	33.3	16.7	0.0	16.7
School Average 2008-2011	10.7	10.7	39.3	28.6	35.7	17.9
SSG % in Band 2011	8.9	11.0	20.6	28.4	16.8	14.3
State DEC % in Band 2011	5.6	7.8	16.2	24.2	20.7	25.5

### Year 3 Grammar and Punctuation

- 100% of students meeting the minimum standards in grammar and punctuation.
- 33% of students in the top 3 bands for grammar and punctuation.
- 50% of boys in the top 3 bands for grammar and punctuation.

- 100% of LBOTE students in the top 4

### Year 3 NAPLAN Numeracy

State DEC						
Average score, 2011	School			SSG		
	341.2			374.7		400.9
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	2	3	1	0	0
Percentage in Band	0.0	33.3	50.0	16.7	0.0	0.0
School Average 2008-2011	3.6	39.3	35.7	7.1	10.7	3.6
SSG % in Band 2011	6.0	18.3	28.5	24.7	14.5	8.0
State DEC % in Band 2011	3.5	13.6	20.8	25.7	20.0	16.4

bands in grammar and punctuation.



### Year 3 Numeracy Results 2011

#### Year 3 Numeracy

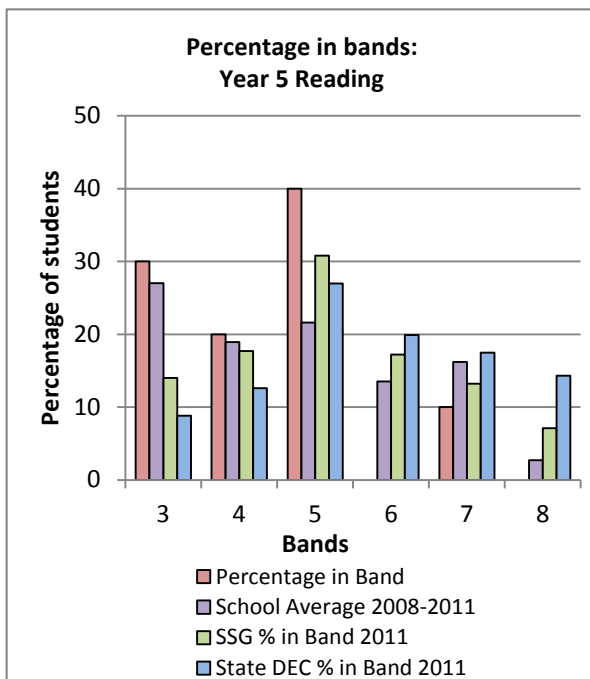
- 100% of students meeting minimum standards in Year 3 Numeracy.





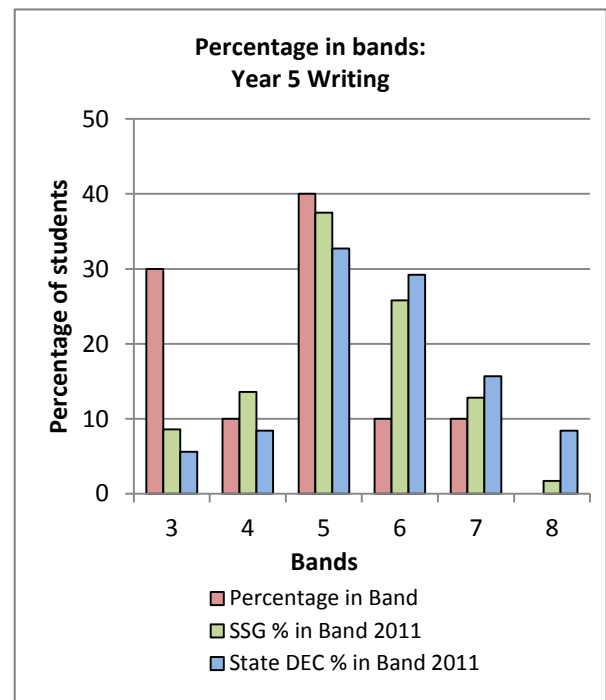
## Year 5 NAPLAN Results 2011

### Literacy – NAPLAN Year 5

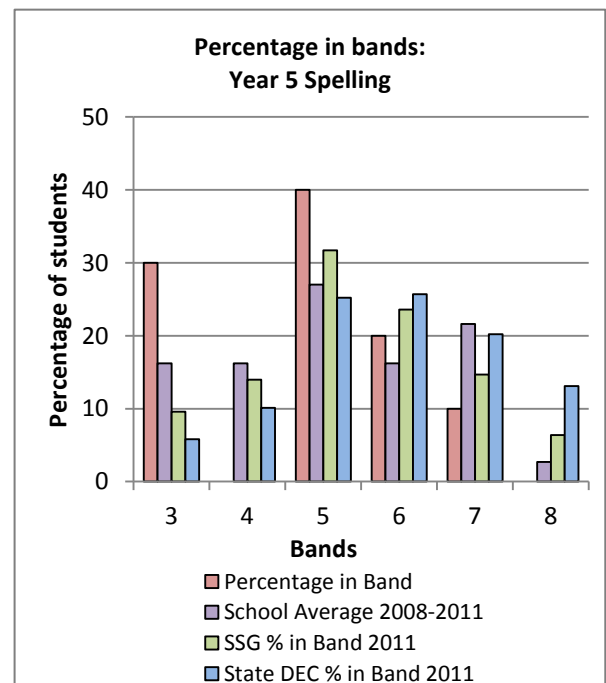


### Year 5 Reading

- 90% of Year 5 students in the bottom 3 bands in reading.

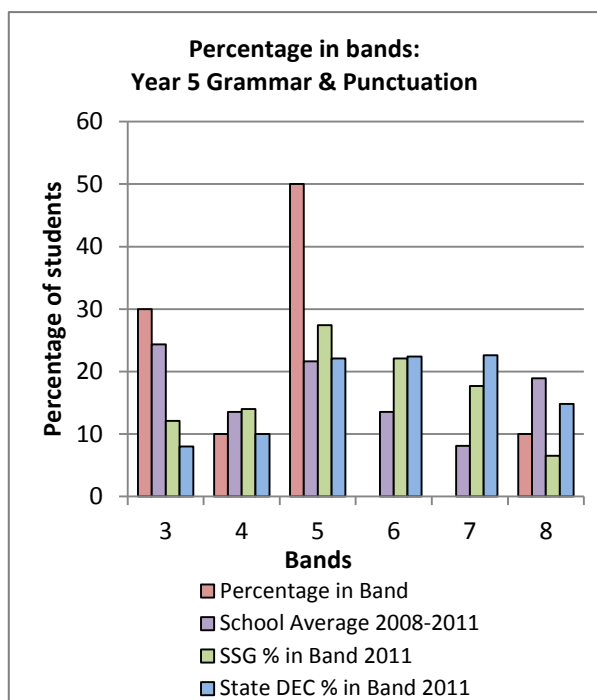


- 60% of students at or above the minimum standards in Year 5 writing.
- 80% of girls in the top 4 bands in writing.



### Year 5 Spelling

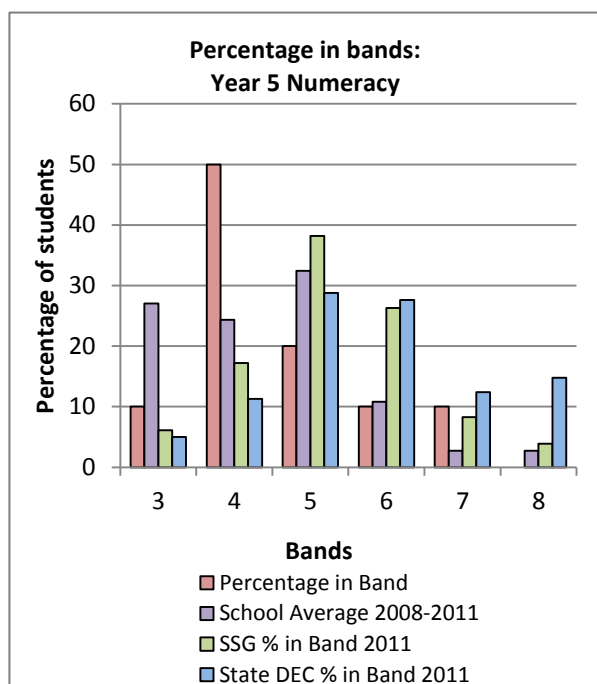
- 70% of students in the top 4 bands in spelling.
- 60% of girls in bands 6 and 7 in spelling.
- 30 scale points above state expected growth in spelling.



### Year 5 Grammar and Punctuation

- 21 points above state average in average student growth in grammar and punctuation.
- 7 points above state average in average student growth of students from LBOTE.
- 48 points above state average in boys average growth in grammar and punctuation.

### Numeracy – NAPLAN Year 5



### Year 5 Numeracy Results 2011

- 90% of students meeting the minimum requirements for Numeracy.
- Average boys growth in numeracy was 12 points above state average.

### 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.

### Minimum Standards data

#### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	66.7
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

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

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	58.3
Writing	58.3
Spelling	58.3
Grammar & Punctuation	58.3
Numeracy	75.0

## Significant programs and initiatives

### Aboriginal education

Respect for Aboriginal people and culture is promoted in all aspects of school life. Aboriginal students have been supported through the writing of personalized learning plans which value parental input and guidance. The school has supported Aboriginal students through cultural awareness days and programs offered through the Callaghan Education Pathways project and recognition of those achievements via the annual Callaghan cluster of schools Aboriginal education awards ceremony.

### Multicultural education

The school has a significant percentage of students from Non English Speaking Backgrounds (NESB). Students in the school are supported through the New Arrivals Program. All new arrivals receive assistance through the maintenance of an intensive English class which is staffed with an experienced ESL teacher. This class caters for a variety of students needs including students with no English language to students who are fluent speakers yet cannot read or write in English. During 2011 the number of students from NESB increased to 36% of the student population.

### Priority Schools Program

Students in the school are supported by the Priority Schools Program. This program supported the school through the provision of additional funding allowing the staffing allocation of an additional teacher. This staff member was used to create another class and reduce overall class sizes. This allowed a reduction in the teacher-student ratio allowing teachers to provide greater attention to a smaller number of students.

### Class Reports

*KH*

Students in KH have had a very productive year. It has been great to watch the students progress so significantly and achieve such positive results.

In the first week of the 2011 school year each kindergarten student was involved in the *Best Start Kindergarten Assessment* process which provided important information in relation to each individual student's current knowledge and

experiences in literacy and numeracy. As a result quality teaching and learning programs were developed that support students in achieving Early Stage 1 syllabus outcomes.

The 2011 school year also saw the implementation of the Language, Learning and Literacy project in the kindergarten classroom. The aim of the project is to reduce the risk of low socioeconomic communities not achieving expected literacy levels at the end of the first year of school. At the end of every week, every student will have participated in three Reading to Students lessons, three Guided Writing lessons and three Guided Reading lessons. Students are taught in groups of three with peers who have similar learning behaviours at the time. The lessons are short, sharp and successful. Students are also involved in working independently for short periods of time when their peers participate in Guided Reading and Guided Writing lessons. These activities are engaging, valued and require them to practise and consolidate their learning. As the year progressed the students then became involved in whole class interactive and independent writing lessons.



*1/2L*

1/2L continued to work hard throughout 2011. Morning sessions were dedicated literacy sessions and students continued to work in Language, Literacy and Learning groups. This form of teaching and learning allows students the best opportunity to have personalised attention to their needs. The two hour session is broken into Reading Hour and Writing Hour. Students work in four ability based groups and rotate each 10-15 minutes. Students work independently at three of the rotations and then work with the teacher at one rotation.

In reading hour the teacher focuses on aspects from the syllabus regarding comprehension and



reading skills and strategies. In writing hour the teacher focuses helping students to write a variety of text types from the syllabus including recounts, description, procedure, explanation and more.

There is also a focus on spelling during the writing hour and every day students practice their personalised spelling lists. The *Soundwaves* spelling program has continued to run school wide this year. This program has a strong emphasis on recognising that some sounds have many different ways of being spelt, for example /s/ can also be spelt /ss/se/ce/c/x. In this way students learn to identify sounds in words rather than individual letters which is often unhelpful when attempting to blend sounds together in words.

The middle session of the day is dedicated mathematics time. Students work together with the teacher to learn a new concept (often using the interactive whiteboard technology) and then break into four ability based groups. Again, three of the rotating groups work independently practicing or reinforcing skills already taught, whilst one of the groups works explicitly with the teacher who targets students learning at their level of ability. This year revealed a need within the group to practise concepts about money and so the class spent a considerable amount of time learning to skip count by 5s, 10s and 20s and to add different value coins to find the total amount. Students enjoyed this immensely as they were able to use real coins as well as plastic copies. Hopefully the canteen was able to appreciate their learning!

Term 3 saw our university intern Nicki Vodopianoff join us. 'Miss V' was a much loved member of the class for that time and initiated some wonderful projects with the students. These included the tidying up of a number of the garden beds in the school; planting and harvesting vegetables; and the ongoing, school wide composting program. Miss V also arranged for a visit from the council to discuss correct disposal of waste using the new 3-bin kerbside collection process. This was a valuable learning experience for 1/2L and has really taught them to be socially conscious, particularly of food waste.



### 3/6B

Students in 3/6B have had a productive year with many opportunities to learn both in and out of the classroom. We welcomed three new students at the beginning of Term 4 and said farewell to four year 6 students at the end of the year.

Daily lessons consisted of literacy in the morning session. The class would usually break into two separate groups at this stage to accommodate the variety of ability levels within the class. Each group would rotate between the teacher and school learning support officer. Lessons focused on developing reading, spelling and writing skills. The *Soundwaves* program used to develop spelling and writing skills has been successful with students familiar with the program. *Soundwaves* improves spelling by teaching all the combinations of one sound, for example 'ir', 'ur' and 'er'. After lunch mathematics became the focal point of learning and a minimum of two weeks would be spent on a topic to encourage a deeper understanding of each concept. At the end of this period students were tested to gauge their knowledge and plan for future learning. The afternoon session offered students the chance to be involved in learning in other Key Learning Areas such as Science & Technology, Human Society and Its Environment physical health and development and sport. In all lessons hands-on experiences and the use of technology were used to encourage interest and allow all students in the class the prospect to access learning opportunities.



Students also had the chance to develop their fundamental gross motor skills such as running, throwing, catching and kicking through involvement in weekly physical education and sport lessons. The class would focus on a new skill



each term to encourage development in gross motor control and included league tag, basketball, tennis, swimming and cricket lessons.

A range of opportunities existed for students to represent the school throughout the year. Many students enjoyed singing with the combined choir at Callaghan Campus Waratah, some enjoyed being part of the school league tag and netball teams, whilst others relished the chance to express their artistic skills at the Bundanoon art camp.

### *ESL*

The ESL class caters for newly arrived students in need of intensive English language support. This year we have welcomed students from Tanzania, the Democratic Republic of the Congo and Rwanda.

Students have enjoyed learning English in a small, supportive group environment through games, songs and other activities. In particular, they have had fun learning how to greet each other in formal and informal English and have developed confidence talking about topics such as family, school, colours, numbers and food. Other areas addressed have included road safety and healthy eating.

Harmony Day gave all students the opportunity to share food and customs from their culture.

Swim school is always a highlight of the year, and a fantastic opportunity for our new arrivals to develop water safety skills and confidence.



### *3/4J*

Islington Public School's Stage Two students continued to develop both their academic and social skills as they exhibited an increased

responsibility for their learning and displayed a heightened application to their studies. All students developed their abilities- the majority achieving grade outcomes- and showed the enthusiasm, attitude and talent for which they can take great pride.

The classroom structure reverted to a more traditional format this year- that is, with a dedicated Stage group- and had the luxury of a reduction in numbers that allowed greater attention to individual student needs and a more personalised educational program.

The morning session was dedicated to intensive literacy study consisting of small groups rotating through quality educational programs: *SoundWaves* spelling/ grammar/ language conventions program; levelled reading groups focused on raising comprehension skills and increasing fluency, expression and accuracy; Higher Order Thinking activities; literary novel study, including creative writing and detailed analysis; dedicated Writing lessons (covering the text types of *description, exposition, narrative, information report, explanation, review/response and procedure*) teaching through modelled, guided and development of independent writing skills. This structure was met with enthusiasm and students showed an engagement with learning activities that led to academic improvement and grade appropriate achievement in most cases.

The middle session was dedicated to learning in mathematics. As in previous years, small working groups rotated through learning activities reflecting the Targeted Numeracy Teaching program (TNT). TNT focuses on explicit teaching of mathematical concepts and guiding learning through activities, moving students from manipulation of concrete materials to abstract understanding. Initially in mathematics sessions students engaged in Number activities to reinforce and hone their skills in fundamental number operations. The rest of the session was devoted to study of the other mathematics content strands. TNT encourages students' higher order thinking and problem-solving skills, allowing competent mathematicians to extend their knowledge and for developing learners to be challenged and improve. The majority of students responded well to the program and were assessed to have met grade appropriate outcomes.

The afternoon session was devoted to teaching and learning in the remaining Key Learning Areas. Specific units of study consisted of:

*Science & Technology:* Kitchen Chemistry- investigations of the chemical changed of heat and cold; A Look Inside- investigation of the major bodily systems; Engineering Challenges designing and making

*Human Society & Its Environment:* Australia: You're Standing In it; Around the World; Cooperating Communities; Who Will Buy?

*Personal Development, Health & Physical Education:* Drug Education (including Hunter Life Education visit); nutrition; Active Lifestyle; Weekly PE (including tennis); weekly sport

*Creative Arts:* weekly visual arts instruction; Drumbeat music program; Cluster Choir rehearsal and performance; end-of-year drama performance



All these mandatory curricular areas are in addition to the many other special events, programs, performances and excursions that were enjoyed by Islington Public School students. On a personal note, I'd like to commend 3/4J students on their achievements and a productive year. All children can be pleased with their many successes and have represented the school and community in a manner that is worthy of much pride.

## Progress on 2011 targets

### Target 1

**90% of students will achieve state benchmarks in reading K-2**

Our achievements include:

- Kindergarten: 100%

- Year 1: 86%
- Year 2: 50%

Our reading results in Kindergarten are well above expectations with Year 1 and Year 2 below our set targets.

### Target 2

**All students achieve 85% of key ideas in each term in school based assessment.**

- Kindergarten: 87%
- Stage 1: 88%
- Stage 2: 56%
- Stage 3: 74%

Early Stage 1 and Stage 1 exceeded expectations and Stages 2 & 3 were below expected targets.

### Target 3

**All classrooms to effectively implement technology at every opportunity which enhances student learning.**

- Effective use of Web 2.0 tools by all teaching staff.
- All classes using moodle to engage students.
- Students creating IT student portfolios for displaying at 3 way conference meetings.

## 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 2011 our school carried out evaluations of Reading and Communicating with the School Community.

### Educational and management practice

#### COMMUNICATING WITH SCHOOL COMMUNITY

#### Background

The School in efforts to raise its community profile undertook a review of the manner in which it communicates across a number of key stakeholders. The purpose of this review was to

evaluate current practices and make recommendations about future directions and initiatives that would improve school communication and profile.

### **Findings and conclusions**

- Staff felt that communication within the school was adequate.
- Most parents felt that they had enough notice of upcoming events.
- Parents felt that staff communicated well with them on an individual basis.
- Parents felt that reports were difficult to understand.

### **Future directions**

- Better utilise technology to inform community of school events.
- Better utilise technology to inform staff of daily changes to routine.
- Formalise links with local preschools.
- Utilise media more efficiently to enhance school profile.



## **Curriculum**

### **READING**

#### **Background**

The school underperformed in this area despite it being a target for improvement during 2011.

The teaching of reading and about reading is delivered in a variety of different ways at Islington Public School. Reading instruction takes the form of modelled, guided, shared and independent reading. The purpose of this evaluation is to review the teaching and learning practices of the school and recommend future directions to improve student outcomes. This

review included student and staff surveys and observations, classroom observations and document analysis.

### **Findings and conclusions**

- 80% of classrooms observed delivered a variety of reading instruction.
- 95% of students indicated that they enjoyed reading.
- 100% of teacher programs evidenced a variety of reading lessons were being delivered.
- 100% of classrooms were adequately resources to effectively teach reading.

### **Future directions**

- Establish a whole school coherent approach to the instruction of reading.
- Implement remedial reading programs for students in Stage 2 who have not yet achieved benchmarks.
- Develop effective teacher professional learning in reading.
- Implement parent information sessions on how to teach reading which complement existing teaching programs.

### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Most parents felt that they had enough notice of upcoming events.
- Parents felt that staff communicated well with them on an individual basis.
- Parents felt that reports were difficult to understand.

### **Professional learning**

Funding directly related to the targets in the school plan was allocated to staff professional learning in 2011. Islington Public School was part of the Centre for Excellence based at Tighes Hill Public School. This partnership involved participation in ongoing professional

development in technology, writing and numeracy. Staff also attended Best Start and L3 training as well as network meetings for ESL and support class students. Mandatory training was completed in CPR emergency care, Workplace Health and Safety and Child Protection.

## **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**

Reduce the gap between school performance and state all performance in the bottom 2 bands by 40%.

#### **Strategies to achieve these targets include:**

- Implement the Multilit Program to support identified students in Stages 2 and 3.
- Continue to implement the L3 program in Kindergarten.
- Introduce a whole school Home Reading Program.
- Implement the Focus on Reading Program across Stages 1-3.

#### **2012 Targets to achieve this outcome include:**

- Evidence of improvement in student work samples.
- 90% of K-2 students meeting regional benchmarking targets.
- Yr 3 and Yr 5 NAPLAN results.

### **School priority 2**

#### **Outcome for 2012–2014**

In Year 3 writing, reduce the gap between school performance and state all performance by 50%. The new target will be 33.3% (currently 66.6%). In Year 5 writing, reduce the gap between school performance and state all performance in the bottom 3 bands by 50%. The new target will be 40% (currently 80%).

#### **Strategies to achieve these targets include:**

- Implement Accelerated Literacy across Stages 2 and 3.
- Further develop staff understanding of Quality Teaching through the provision of professional learning sessions.
- Expand the implementation of Interactive Classroom Technology to enhance literacy learning.

#### **2012 Targets to achieve this outcome include:**

- NAPLAN results.
- Systematic implementation of explicit and systematic persuasive writing methods using QT strategies.

### **School priority 3**

Increased engagement in classroom activities leading to a 30% increase of students in the bottom tier of the PBL Pyramid.

#### **Strategies to achieve these targets include:**

- Provide further professional learning opportunities for staff in PBL to implement and consolidate positive behaviour for learning strategies in their class room.
- Continue to provide opportunities for stages to develop and review PBL units for class implementation.

#### **Targets to achieve this outcome include:**

- Staff implementing teaching and learning programs that incorporate PBL strategies.
- Behaviour referrals.
- Reduction in school suspension rates.

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.

<i>Andrew Pryce</i>	Principal
<i>Justin Lobsey</i>	Relieving Principal
<i>Sean Beeton</i>	Classroom teacher
<i>Emily Houston</i>	Classroom teacher
<i>Rebecca Lee</i>	Classroom teacher
<i>Jonathan Lumley</i>	Classroom teacher
<i>Val Adams, Terri Hure</i>	P&C

### **School contact information**

Islington Public School

Hubbard St Islington 2296

Ph: 49693903

Fax: 49611636

Email: [Islington-p.school@det.nsw.edu.au](mailto:Islington-p.school@det.nsw.edu.au)

School Code: 2212

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

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