2010 Annual School Report
Maroubra Junction Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Maroubra Junction Public School students are enthusiastic learners who consistently display the school’s core values. Students are engaged in a wide range of learning experiences encompassing the academic, sporting and creative arts areas. 63% of students are from language backgrounds other than English.

Staff
The school’s teaching and non-teaching staff work together to provide the best learning environment for students. The dedicated staff are highly valued by the school community.

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

Messages
Principal’s message
I am extremely proud of our school’s progress and achievements during 2010. Many of these achievements in academic, sporting, performing arts and cultural areas are highlighted in this annual school report.

The academic performance of students continues to be strong with results often significantly above the state average in NAPLAN tests. Teachers provide quality teaching and learning experiences for students in all key learning areas with attention given to a range of relevant assessment procedures and detailed reporting to parents.

The performing arts program was highlighted by the four stage concerts held during the year. These provided a range of rich learning and performing experiences for students from Kindergarten to Year 6. All plays, dances, songs and stories were greatly enjoyed by the audiences totaling over 1600 people throughout the year.

The school’s sporting achievements have also strengthened with representation at zone and regional level in a number of sports and consistently high achievements in zone swimming, athletics and cross country carnivals and PSSA sports.

A feature of the year was the completion of additional school facilities through the ‘Building the Education Revolution’ funding. We now enjoy the use of three new classrooms, two new special purpose rooms and a large additional COLA area.

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.

Tony Murray

P & C message
2010 has been another fantastic year for the Maroubra Junction P&C. Our P&C exists to bring the parents, citizens, students and staff into close cooperation for the benefit of the students.

In 2010 we established a Class Parent system to help parents keep in touch with school matters. The success of this system can be measured by the great support and response to the cake stalls that were organised and promoted through the Class Parent network.

At our first meeting we voted to financially support the installation of 4 interactive whiteboards in the Kindergarten classrooms and continuation of the Maths Enrichment program. The cost of $31 000 was then to become our fundraising target for the year.

We had an added focus on sustainability and the impact of our fundraising and social activities on the environment and community. We fundraised by holding a cake stall for each year, a disco every term, a Trivia Night, Mothers’ and Fathers’ Day raffles and stalls, a Keep Cup fundraiser and the Election Day BBQ and Cake Stall. This was our first Election Day event and I hope that this builds to become the successful fundraising avenue that it is at other schools.

This year the P&C have moved to ‘Scrap the Wrap’ at many of our events. We no longer use styrofoam cups at events, and reduce, reuse and recycle as much as possible. We have a long way to go and certainly all organisations have this challenge but the process has begun.
In 2010 Maroubra Junction PS P&C joined the growing list of schools that support the ethics complement to scripture in NSW public schools. Likewise, we are supporting the equitable funding of all schools via the Public Education for Our Future campaign being run federally by the Australian Education Union. These are important issues that concern every parent at a public school and I urge you to discuss them with your family and friends. At MJPS we are lucky to have new buildings, great facilities, modern technology and a supportive parent body. Not all schools have this luxury.

In late 2009 the P&C formed a policy to financially assist students representing the school at regional and state level of competition in sport and the creative and performing arts. I can report that this financial assistance has been taken up by a number of our students who have thanked the P&C for the help in meeting their substantial registration costs.

The Uniform Shop is a well oiled machine which keeps our children looking great through summer and winter. Many thanks are due to our coordinator and her team of workers who diligently operate the uniform shop weekly and on those extra days at Kindergarten Orientation. To have an affordable uniform available at the school with all profits going towards meeting the needs of our community is a wonderful thing. The Uniform Shop also provides the opportunity for parents to recycle unwanted uniforms through the sale of second hand items. I encourage parents to use this facility and support this scheme.

Finally, as outgoing President of two years, I would like to thank the staff and parents who work so hard to make MJPS the very successful and welcoming school that it is. In working closely together we have built a great community and learning facility for our children. I wish the incoming committee the very best and hope that you continue to support their efforts.

Lorena Uriarte P&C President

School Council message

In 2010 the School Council worked closely with the school executive and staff. Many positive contributions were made to help support the overall governance and direction of our wonderful school. One of the items we examined was the 2010 teacher development program with its emphasis on training in the areas of differentiating the curriculum, Accelerated Literacy and intermediate training in the use of interactive whiteboards (IWBs). The teacher development program complements the school’s three year strategic plan. We also considered the school’s Emergency Management Plan and the My School website.

Council regularly discussed and monitored the ‘Building the Education Revolution’ projects being completed around the school including the extension of COLA areas and construction of new classrooms. We commenced consideration of ideas for the school’s centenary year in 2013 including the possibility of holding a formal dinner, a fete day and a special assembly.

It has been an honour to be the School Council President in 2010 and all ongoing council members look forward to another great year at MJPS in 2011.

Julie Noonan, School Council President

Student representative’s message

Over the past seven years MJPS has been a second home to most of us, from the very first day of meeting new friends, to the very last day of saying goodbye to them. Friends we have made at Maroubra Junction we will hopefully keep for the rest of our lives. Many of them have helped us through thick and thin and we would like to thank them so much for always being there. People who have also been there for us are the teachers. They have been helpful, caring and great role models for us. We would especially like to thank all of the teachers who have taught us and all of the teachers who have taken us for
extracurricular activities. Your time and effort is much appreciated.

Being school captains this year has been an enjoyable experience and one we were very lucky to have had. To be elected as the 2010 school captains has been such a privilege. We now know we are leaving our position in the safe hands of the 2011 student leaders. Over the year we have had help and support from our fellow leaders – vice captains, Aly Spiteri and Dean Cann, and the prefects, Justin Cann, Nicholas Mougios, Brooke Katsillis and Angele Yan. We have worked well as a team to lead our school and we would like to thank them for everything they have done for Maroubra Junction PS.

Each year, Year 6 students host a mini-fete to raise money for a gift to thank Maroubra Junction PS for everything it has done for us. This year we had a really successful mini-fete, raising over $2000. As a group we brainstormed ideas and bought the school a portable PA system which will make events such as Book Week, Remembrance Day and other outdoor ceremonies and sporting carnivals much easier to hear.

The past seven years have been, and always will be, the best years of our lives because we spent them at Maroubra Junction Public School. We would like to wish all students good luck for the future. We know whichever path you take you will be successful.

Jared Deep and Alannah Money, School Captains

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

The enrolment figures remain static with the trend of slightly more boys than girls continuing in 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>282</td>
<td>286</td>
<td>279</td>
<td>279</td>
<td>284</td>
</tr>
<tr>
<td>Female</td>
<td>271</td>
<td>264</td>
<td>267</td>
<td>269</td>
<td>263</td>
</tr>
</tbody>
</table>

Student attendance profile

Below is the average attendance percentage for each grade.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School K</td>
<td>96.2</td>
<td>96.1</td>
<td>95.4</td>
<td>94.9</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>94.6</td>
<td>96.0</td>
<td>96.1</td>
</tr>
<tr>
<td>2</td>
<td>94.8</td>
<td>97.4</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>3</td>
<td>94.8</td>
<td>97.4</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>4</td>
<td>94.8</td>
<td>97.4</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>97.4</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>6</td>
<td>94.8</td>
<td>97.4</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>95.7</td>
<td>95.7</td>
<td>95.6</td>
</tr>
</tbody>
</table>

The school’s attendance rate is in line with Sydney Region and slightly better than the State.

Management of non-attendance

Web Attend software provides a number of absence reports and enables the school to manage non-attendance through the issuing of followup letters for unexplained absences. Additionally, Executive staff contact the parents of any student who is absent for more than three days. Where attendance at school is a concern, parent meetings are organised and attendance plans developed.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>N/A</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor (NOTE: At MIPS 2 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
</tbody>
</table>

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

Two staff members are of Aboriginal descent.

Staff retention

One teacher transferred to another school.

Teacher qualifications

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

One permanent and three casual staff members undertook the processes to be accredited by the NSW Institute of Teachers. These staff collected evidence of their professional competency for consideration by reviewers at the institute.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>337,591.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>249,062.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>152,367.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>309,728.53</td>
</tr>
<tr>
<td>Interest</td>
<td>19,794.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25,197.23</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,093,741.29</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>78,429.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>49,080.94</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>145,689.90</td>
</tr>
<tr>
<td>Library</td>
<td>890.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>135,451.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>64,035.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65,752.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>47,341.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17,721.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20,224.53</td>
</tr>
<tr>
<td>Capital programs</td>
<td>44,709.73</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>669,327.83</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>424,413.46</td>
</tr>
</tbody>
</table>

4
The Library figure above does not accurately reflect the sum spent on the library as all donations made through the school’s voluntary parent contribution scheme are used by the library. $17 074.09 was directly spent last year to develop the school’s resource centre.

The school’s professional learning expenditure is included in the tied funds expenditure. Additionally the school has conducted a number of ‘in-house’ information and communication technology (ICT) training sessions which incur no or minimal costs.

Of the funds available, unpaid orders ($11 843.01), unpaid invoices ($1 810.56) and unpaid salaries ($22 125.98) are yet to be deducted. In addition, the school, as part of its educational management plan is saving to acquire resources which cannot be funded within a financial year. This includes replacement of laptops and stage curtains for the school hall for example.

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

School performance 2010

Achievements

Arts

The creative and practical arts continue to be a whole school focus. Some significant highlights in 2010 have been:

- The school presented four stage based concerts in the school hall. Early Stage 1 enthralled the community with their musical talents in a show entitled “We’ve Got Rhythm” whilst Stage 1 entertained the audience with their show “Starry Starry Night”. Stage 2 performed a multicultural themed “Come Together” show and Stage 3 entertained with a colourful show “Roll Up! Roll Up! The Circus Is in Town”. Each class developed an act which varied from song and dance through to storytelling and drama. Each concert was concluded with a finale which included all students.
- The continuation of participation in Musica Viva programs to support our classroom music program. K-6 students experienced the Composer In The Classroom program which involved a professional composer working with students to create and develop compositional skills. The program delivered a rich and diverse ‘hands on’ experience.
- Both primary and infants choirs performed at school assemblies, St Edmund’s Anglican Church during Education Week, and the annual Christmas Eve Service.
- The school’s junior and senior band performed during Education Week, at term mini concerts and on Recognition Day. A soiree was held to showcase the talents of soloists and group ensembles.
- The senior dance group performed in the Bondi Showcase at South Juniors Leagues Club.
- All K-2 students performed at “Song and Scone” assemblies for Mothers’ Day and Fathers’ Day.
- Stage 3 students participated in interschool debating competitions. This included the South Eastern Sydney Mini-Debating Competition and also debating other schools using videoconferencing facilities. A mini school-based debating competition was also held. A group of Year 4 students were introduced to a debating introductory course and were trained by a parent to develop their debating skills.
- The school participated in the Bondi District Public Speaking Competition with two students progressing to the regional finals.
- Four students participated in the Multicultural Public Speaking
Competition. Two students were highly commended.

- A team of 6 students participated in the regional Tournament of Minds competition at Sydney Girls’ High School.
- A number of students submitted entries in the Ben Chifley Art Competition. One student won the Stage 2 category, one student came second in the Stage 3 category and 9 students were highly commended.
- Two teams participated in the interschool Chess Competition.

**Sport**

The school continues to provide a wide range of sport, physical education (PE) and fitness programs for all students.

K-6 students engaged in a structured series of specialist fitness programs in a team teaching situation. Sport and PE programs target specific manipulative, locomotor and non-locomotor skills, dance, gymnastics and games.

Years 3-6 students are offered a wide variety of sporting experiences: interschool competitions and at external venues and at school (more detail provided below).

Our achievements include:

- Participation and success in the full range of PSSA sports: cricket, softball, AFL, rugby league, soccer and netball.
- Years 3-6 students who were not members of PSSA teams participated in swimming, tennis, basketball, table tennis, gymnastics, ten-pin bowling, Kickfit or school sport.
- In swimming, the school placed second at the zone carnival with 8 students representing at regional level.
- In athletics, the school placed second at the zone carnival with 14 students representing the zone at the regional carnival. Three students represented at state level.
- In cross country, the school was placed second at the zone carnival with 3 students representing at regional level.

- Strong regional representation in a number of other sports: AFL (3 students), soccer (2 students), rugby league (2 students), rugby union (1 student) and touch football (1 student).
- One student represented at state level in AFL.
- The Stage 3 Paul Kelly Cup AFL team progressed to the State Carnival.

**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**

**Writing**

74% of students were in the top two bands of achievement in writing compared to a state average of 56%.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average mark, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Band 1</td>
<td>442.5</td>
</tr>
</tbody>
</table>

**Reading**

60% of students were in the top two bands of achievement in reading compared to a state average of 48%.
Spelling

70% of students were in the top two bands of achievement in spelling compared to a state average of 46%.

Grammar and punctuation

66% of students were in the top two bands of achievement in grammar and punctuation compared to a state average of 46%.

Numeracy – NAPLAN Year 3

In overall numeracy, 47% of students were in the top two bands of achievement compared to a state average of 38%. In Number, 50% of students were in the top two bands of achievement compared to a state average of 40%. In Data, Measurement and Space and Geometry, 38% of students were in the top two bands of achievement compared to a state average of 32%.

Literacy – NAPLAN Year 5

Writing

37% of students were in the top two bands of achievement compared to a state average of 27%.
32% of our students were in the top two bands of achievement compared to a state average of 33%. School trend data from 2008-2010 shows continued growth.

Spelling
48% of our students were in the top two bands of achievement compared to a state average of 36%.

Grammar and punctuation
44% of our students were in the top two bands of achievement compared to a state average of 45%.

In overall numeracy, 43% of our students were in the top two bands of achievement compared to a state average of 32%. In Number, 48% of our students were in the top two bands of achievement compared to a state average of 34%. In Data, Measurement and Space and Geometry 35% of our students were in the top two bands of achievement compared to a state average of 27%.

In writing and grammar and punctuation, the average progress for matched students is above state average. In reading and spelling the average progress is below state average. This is being addressed through the implementation of Accelerated Literacy pedagogy and enhancement of the balanced literacy session. Strategies including learning support teacher intervention and individual learning plans support students with identified literacy learning needs.
Progress in numeracy

The average progress for matched students in numeracy was significantly above the state average and above that of similar school groups.

Minimum standards

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

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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

NOTE: Exempted students are included with students not meeting the minimum standard. One student was exempt from NAPLAN due to recent arrival in Australia.

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

NOTE: Exempted students are included with students not meeting the minimum standard. One student was exempt from NAPLAN due to recent arrival in Australia.

Significant programs and initiatives

Aboriginal education

Aboriginal Student Engagement Plans were updated for continuing students or created for new students. These plans involve consultation between the class teacher, the student and the parent(s)/carer(s). The aim of these plans is to support students in literacy and numeracy, and to monitor progress when students transfer from one grade to another.

Aboriginal perspectives were embedded into each key learning area, with increased community consultation a priority.

Staff discussed the updated ‘Aboriginal Education and Training Policy’ and formed a committee to implement the ‘Aboriginal Education and Training Strategy’ where the aim was to reflect on current practices and plan for future practices.

Multicultural education

63% of the student population is from a language background other than English (LBOTE). 219 students are learning English as a Second Language (ESL).

25 students were identified throughout the year as requiring intensive English instruction through the 1st Phase and /or new arrival programs. The remaining ESL students (2nd and 3rd phase learners) are supported in literacy within the classroom or in small withdrawal groups. ESL programs are planned to cater for the individual
social and academic needs of the second language learner.

Specialist ESL teachers program, assess and monitor the progress of these students throughout their primary years.

**Respect and responsibility**

Personal development and health programs focused on the school’s Core Values of respect, friendliness, acceptance, support, integrity, learning and leadership. A key component of class programs was the continuation of Bounce Back (a program to build resilience).

The school celebrated Harmony Day to showcase the many cultural backgrounds that make up our school community and raise funds for the school’s World Vision sponsor child.

ANZAC and Remembrance Day ceremonies were held to highlight the spirit of ANZAC and its meaning and relevance to our national identity.

Stage 3 students continued their Buddy Class program with Kindergarten classes. Buddy groups engaged in a variety of learning experiences together, both curriculum and social.

New student leader badges were designed and presented to the 2011 student leaders. Badges were also purchased for the 2011 house captains.

**Connected learning**

One of the school’s targets was focused on connected learning. Further information is available on page 11 where progress on 2010 targets is reported.

In addition to that report, our achievements include:

- Thirty Windows 7 netbooks with wireless network access were purchased. The netbooks are on trolleys and are able to be moved around the school. Staff were trained in the use of the netbook computers with their class. A booking system was set up so that classes could book the netbooks for use in their classroom.

- A student school website team was developed to create and manage class pages on the school’s website. The students organised meetings with class teachers, digitalised work samples and entered the data onto the website.

- A “Website Of The Week” is published in the staff bulletin each week to highlight quality websites and resources available to support teaching and learning programs.

- An asset replacement program was commenced for desktop and laptop computers.

- The school, in line with the latest DET specifications, commenced conversion to the Windows 7 operating system.

- Two Stage 3 classes commenced a trial of Readcloud, ebook reading software. This trial will continue and be evaluated in 2011.

- Staff and students utilised the connected classroom program equipment and engaged in a variety of videoconferences including analysis of the draft National Curriculum, Student Representative Council, debates with other schools and virtual excursions.

**Other programs**

**Student representative council**

This year the Student Representative Council (SRC) played an active role in Maroubra Junction Public School. The SRC has given the students a voice within the school. Students meet each Thursday at lunchtime to work together as a team to achieve both short and long term goals. Significant highlights for 2010 have been:

- Semester 1 SRC students attended the Get Involved! Environmental Project Ideas for SRCS video conference.

- SRC Book Drive - Students and teachers brought unwanted books to school to be used for in-class reading resources. Over 1826 books were collected and redistributed to classrooms for independent reading.

- Scrap the Wrap Days - Students were encouraged to reduce the amount of rubbish they bring to school in their lunch boxes by using reusable containers rather than plastic wrap, foil and sandwich bags.
• Green Day Assembly - The SRC hosted a Green Day Assembly to promote environmentally friendly initiatives, such as Scrap the Wrap, growing vegetable gardens, switching off lights and power points when they are not needed, fixing leaky taps, recycling, and reusing items we would normally throw out.

• Sports Survey - All 3-6 students who attended School Sport in summer and winter were surveyed to see if any improvements could be made to our current school sport program. The results were collated and presented to staff.

• SRC Roles and Responsibilities – The SRC devised an aim and defined the role of an SRC member. The SRC also developed specific criteria for students who are interested in becoming a member of the SRC.

**Progress on 2010 targets**

**Target 1**

*Enhanced teaching and learning programs and increased student engagement through the use of ICT in classroom practice*

Our achievements include:

- Interactive whiteboards (IWBs) have been installed in all classrooms and one ESL room.

- Stage teams have developed integrated ICT enriched tasks (linked to COGs units and the MJPS Skills Scope and Sequence) and accompanying rubrics for assessment for each term. Staff presented examples of student work at the end of each term.

- Mathletics was implemented K-6.

- Students in Years 3-6 used EduWeb or blogEd to develop digital portfolios showcasing samples of their work.

- All Years 3-6 classes developed a class blog using blogEd.

- Staff engaged in a variety of ICT professional learning activities. At school level, courses were conducted in Notebook 10, MS Word, MS Publisher, MS Excel, MS PowerPoint, Student Response Network, Webmail, Adobe Photoshop and Comic Life. Staff also attended Electroboard BUGs (Board User Groups).

- Two staff participated in a regional Web 2.0 Tools project.

- During School Development Day, Years 3-6 staff were trained in the use of blogEd, the DET blogging program.

**Target 2**

*Increased literacy levels for all students K-6*

Our achievements include:

- Five primary teachers trained in Accelerated Literacy. Teachers in Years 3 and 4 commenced implementation of the program in their classrooms.

- Class teaching and learning programs that reflect a strengthening of balanced literacy sessions.

- An increased use of ‘open ended’ assessment tasks and work samples with accompanying rubrics. This has increased consistency of teacher judgment in assessing student achievement using the common grade scale (A-E).

- Commencement of a Stage 2 Home Reading program.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school culture and Science and Technology. This year the surveys were conducted online (NOTE: Paper copies were made available to those without internet access).

**Educational and management practice**

*School Culture*

**Background**

As part of the school’s self evaluation process, the opinions of parents, students and staff were surveyed about aspects of school culture.
Findings and conclusions

- Almost all parents (94%), staff (97%) and students (88%) feel that the school understands and responds to its community.
- All parents, staff and students feel that students are encouraged to do their best with almost all stakeholders being consistently proud of the school.
- Almost all parents (85%), staff (91%) and students (93%) feel that the school leaders always or usually have a positive influence on school culture.
- The school is widely perceived as having students as its main concern, meeting students’ needs and continually finding ways to improve its service and operation.

Future directions

- The school continues to focus on student welfare practices as a major priority.
- The school continues to engage in the school self evaluation cycle in curriculum and management areas to enable the process of improvement and striving for excellence to continue.

Curriculum

Science and Technology

Background

During recent years all staff have implemented the Science and Technology strands through each grade’s Connected Outcomes Groups (COGs) units of work. The units of work involve students investigating, designing and making and using technology. Teachers have focused on the Quality Teaching Framework and related pedagogy in linking teaching and learning activities, assessment and reporting practices.

Findings and conclusions

- All parents and almost all students see Science and Technology as an important subject to learn. Only 60% of parents feel that they know what their child learns in this area.
- All parents feel that it is very important for their child to investigate, design and make and use technology at school. Almost all students (90%) enjoy being engaged in these activities, with 98% of students wanting to do more of these activities.
- Teachers are confident in implementing the Science and Technology syllabus and use the document with its related outcomes and indicators to guide teaching and learning programs and assessment and reporting to parents.
- All stakeholders feel that the school encourages students to do their best and continually finds ways to improve its operation in this key learning area.
- Teachers strongly feel that professional development programs have enhanced their ability to utilise ICT in their classroom practice.

Future directions

- Ongoing professional learning for teachers in the use of ICT in classroom practice.
- Integration of enriched ICT tasks in 2011 units of work.
- Further professional development of teachers in developing design and make and investigative tasks.
- Provide parents with information as to the learning sequence in Science and Technology through the dissemination of Foundation Statements and the stage newsletters.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the various programs incorporated under the Live Life Well initiative.

Their responses are presented below.

Findings and conclusions:

- Almost all teachers (90%) and students (85%) understand the content and rationale of the Live Life Well initiative. Only 52% of parents feel that they fully
understand why the school implements this integrated program.

- Almost all parents, teachers and students see the Fitness programs, Bounce Back (resilience) program and the Crunch and Sip nutrition program as being important programs from Kindergarten through to Year 6.
- Most parents, teachers and students see the school as providing valuable Personal Development, Health and Physical Education programs and always encouraging students to do their best in this area.
- Most parents (88%), staff (88%) and students (77%) see the Canteen menu as supportive of the Live Life Well programs, with almost everyone supporting initiatives such as ‘Scrap The Wrap’.

Professional learning

All teachers engaged in professional learning activities in 2010 in the school focus areas of literacy, numeracy and connected learning.

The 2010 School Development Days focused on:

- Term 2 – consistency in teacher judgment, moderation of work samples, and catering for gifted and talented students in the classroom.
- Term 3 – K-2 IWB activities, Years 3-6 blogEd, and ICT planning which included the development of enriched tasks.
- Term 4 – analysis of NAPLAN data, persuasive texts and stage planning for 2011.

Other professional learning activities included:

- An additional 5 staff trained in Accelerated Literacy pedagogy.
- Staff participation in regional projects including: Literacy and Numeracy In The Interactive Classroom, Planning, Programming and Assessment In The Other KLAS, Engaging Aboriginal Students In Numeracy, Gifted and Talented Action Learning Project and Using Web 2.0 Tools: Blogs and Wikis.
- Kindergarten teachers attended a Using IWBs to Support Literacy and Numeracy P-2 course.
- At Executive Meetings we implemented a session to discuss current research papers. The information was then shared with the rest of the staff. The executive staff also evaluated their own leadership through the Leadership Capability Framework.
- Various staff attended Best Start, Drug Education, Getting Little Hands Ready, Philosophy In Schools and Aspire professional learning.
- One teacher commenced Reading Recovery training.
- An additional 4 staff were trained in Merit Selection procedures.
- A significant amount of professional learning in ICT was undertaken ‘in-house’ utilising the skills of staff members who provided training for other staff. Courses were conducted in Notebook 10, MS Word, MS Publisher, MS Excel, MS PowerPoint, Student Response Network, Webmail, Adobe Photoshop and Comic Life.
- Support staff (Support Teacher Learning, ESL and Languages) attended network meetings.
- The teacher-librarian engaged in Anticipate, Appreciate, Applaud, a regional Teacher Librarian day and Imagine This, Imagine That.
- The school counsellor attended the annual School Counsellor Conference.
- Additionally, staff were trained in Emergency Care and CPR procedures.

School development 2009 – 2011

Three areas were focused upon in the development of the school’s three year strategic plan.

Literacy: a Kindergarten to Year 6 emphasis on linking the reading and writing processes with a focus on purpose, intention, grammar and critical literacy.
Numeracy: extending the outstanding results the students are already achieving with an emphasis on working mathematically and practical measurement across all stages.

Connected Learning: a three year plan to embed ICT into all key learning areas as well as organising the school’s units of work so that the Quality Teaching dimension of ‘Intellectual Quality’ is clearly evident as a focus for teaching.

Targets for 2011

School executive, stage teams and key learning area committees will continue to implement the components of the 2009-2011 School Plan. In 2011, the two main targets will be in numeracy and literacy.

Target 1

**Improved student achievement in Measurement, Data and Space and Geometry as demonstrated through school-based assessment and NAPLAN data**

Strategies to achieve this target include:

- Involvement of Regional Maths Consultant to deliver professional learning activities to staff. The major focus will be working mathematically linked to quality teaching and questioning in the strands of Measurement, Data and Space and Geometry.
- Count Me In Too (CMIT) training provided for all non-trained K-2 staff.
- School participation in the regional Teaching Space and Geometry K-6 project.
- Use of a maths journal in Stage 3 to facilitate student reflection and communication of understanding of mathematical concepts.
- Development of differentiated maths programs to cater for individual student needs.
- Use a variety of open-ended assessment tasks to better enable students to demonstrate their skills and understandings.

Our success will be measured by:

- Participation in a variety of professional learning activities.
- CMIT activities evident in teaching and learning programs.
- Students completing and sharing maths journals.
- Differentiated learning activities with an emphasis on practical, ‘hands on’ maths activities evident in class teaching and learning programs.
- School-based data reflects increased student achievement levels in Measurement, Data and Space and Geometry.
- NAPLAN results in Measurement, Data and Space and Geometry are comparative to those in Number and Patterns and Algebra.

Target 2

**Improved student achievement in Reading and Writing as demonstrated through school-based assessment and NAPLAN data**

Strategies to achieve this target include:

- Implementation of Accelerated Literacy (AL) pedagogy in Years 1-6.
- Collaborative planning of relevant assessment tasks and accompanying rubrics.
- Moderation of student reading and writing work samples.
- Support Teaching Learning (STL) involvement and development of individual learning plans (ILPs) for identified students in all grades K-6.
- $20 000 P&C support for purchase of class sets of texts to support Accelerated Literacy units of work.
- $10 000 P&C support for Home Reading programs and upgrade of existing resources e.g. Big Books.
• Use of Web 2.0 tools, e.g. Blogs, to expand student opportunities to publish their work and collaborate with others.

Our success will be measured by:

• All teachers teaching Years 1 to 6 trained in Accelerated Literacy and implementing the pedagogy in classroom practice.

• Stage or grade collaboratively developed assessment tasks and rubrics.

• Consistent teacher judgment evident in the assessment of reading and writing achievement of students.

• ILPs are developed collaboratively by class teachers and the learning support team for identified students. STL support is provided during literacy sessions.

• Evidence of the use of quality texts which highlight the links between reading and writing in teaching and learning programs.

• A Home Reading program is in place for Years K-4.

• All students in Years 3-6 and some classes in Years K-2 using blogEd.

About this report

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

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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: