2009 Annual School Report
Maroubra Junction Public School

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

Students

Students consistently display a high level of enthusiasm and cooperation towards learning and all school programs and activities. Academic standards are above State and ‘like schools’ average. 72% of students are from language backgrounds other than English.

Staff

All teaching and non-teaching staff are recognised by the community as a highly professional and dedicated group that always work for the benefit of students. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school has continued to focus on student health, fitness and development of fundamental movement skills by implementing a fitness program K-6, Live Life Well, Crunch and Sip K-6, and accessing outside support agencies such as NSW Department of Health and Life Education.

All classes in Kindergarten to Year 6 participated in a weekly fitness lesson of at least 45 minutes which focused on fundamental skills. For specific student outcomes and achievement in physical education, please refer to ‘Sport’.

Live Life Well was trialled in Stage 3 with satisfactory results. Consideration is being given to extend this program to Stage 2 in 2010.

Crunch and Sip, a component of Live Life Well was expanded across the whole school after a successful trial in some classes in 2008. It is an opportunity for teachers to increase student consumption of fruit, vegetables and water, while delivering a teaching and learning program about the nutritional benefits of doing so.

Student achievement in 2009

Students in Years 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Year 5 Literacy

The school, including students from a language background other than English (LBOTE), was above the state and ‘like school group’ average in all aspects of literacy.

Year 5 Numeracy

The school was significantly above state average and the ‘like school group’ average in numeracy with little difference between the performance of boys and girls.

Messages

Principal's message

I ended the 2008 Principal’s Message referring to our plans for a refurbished oval area and purchase of eight more interactive whiteboards. With continued financial assistance from the P&C ($34 000) and a much appreciated donation from the Before and After School Care Centre ($20 000) both of these major projects were completed during Term 1 of 2009.

Focus has continued on the increased use of a range of Information and Communication Technologies (ICT) to support teaching and learning programs. Teachers have been involved in ongoing professional development activities in this all important area.

2009 has been an extremely enjoyable and successful year in the academic, cultural, sporting and performing arts areas. Highlights include strong academic results in NAPLAN, a culminating evening of creative arts displays and performances at our biannual Art Show and increasing participation and success in a wide range of sporting activities at school, zone and regional level.

A continuing theme is the consistent comments we receive from a range of guests and visitors to our school. These comments centre on the friendliness, openness and positive attitude of our students. The school has a lovely feel and atmosphere, it is often said. This atmosphere is a credit to the relationships between staff, students and parents who are all working and cooperating towards achieving common goals and priorities.

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.

Anthony Murray
P&C message

Despite the economic downturn and tighter corporate and household budgets, the MJPS Parents and Citizens Association has had a reasonable year raising funds. We did this by focusing our efforts on previous successful events such as the Mother's and Father's Day stalls, Easter raffle, trivia night, mufti days, family portraits and school discos. We also held a few events to promote community participation and provide a social avenue for our parents and students; for example, catering at the Art Show, catering for the Song and Scone morning teas and the outdoor movie night.

The uniform shop continues to thrive, providing both an affordable, well-made uniform and a source of income for the P&C. This year we have made just over $20,000 in profits from the sale of uniform items. The P&C would like to acknowledge the dedication and hard work of Szilvia Berky and her team of tireless helpers who run the shop in a very efficient and profitable manner. Our children are certainly benefiting from your efforts as are the many parents who have easy access to a reasonably priced uniform. We encourage all parents to support the school uniform shop as the profits provide resources for the students.

In 2009 we donated $34 000 towards the school’s paddock upgrade and the installation of eight Smartboards in Years 1 to 6 classrooms. We have also contributed $3,000 towards extension maths programs. This $37 000 contribution of funds would not have been possible without the efforts of our hardworking team, parent helpers and the people who supported our fundraising events. Thank you to everyone for making MJPS a better place for our children.

Thank you also to Mr Murray, Miss Sayers, all of the teaching staff, the administration staff and Mr Hill for supporting the fundraising events held in 2010.

Finally, I am confident that this year the P&C have continued to build an inclusive and welcoming organisation that supports the learning needs of all students.

We hope that this continues as we welcome new families to our wonderful school in 2009.

Lorena Uriarte
P&C President

School Council message

2009 was a busy and productive year for members of the School Council as we continued to work closely with the school executive and staff to further improve our wonderful school. Council regularly discussed and monitored the school paddock upgrade, applications for funding in the Commonwealth Government’s ‘Building Education Revolution’, the school budget and the 3 year strategic plan with its emphasis on literacy and numeracy. NAPLAN results were also considered and school targets monitored.

Council also undertook a thorough review of the school’s homework policy, surveying teaching staff, parents and students to canvass as many opinions as possible. The survey results were collated and the homework policy revised. During the year Council also had the opportunity to consider many other issues that arose concerning the school generally and, I am proud to say, made many positive contributions to help support the overall governance and direction of the school.

It has been an honour to be the School Council President in 2009 and all Council members look forward to another great year at MJPS in 2010.

Julie Noonan
School Council President

Student representative's message

Maroubra Junction Public School was a great school from the moment I walked into the school seven years ago until the moment I left.

I have loved every bit of it and I feel grateful to have had this opportunity at school. I have met so many friends and teachers and that is what I am going to miss the most. The teachers have been a huge help to me over the years and I know I wouldn’t be able to start high school without them. My friends have greatly helped me as well and have taught me to be a kind and friendly person. I know it will be sad stepping out of the gates on the last day of school but I am also excited about the journey to high school. Maroubra Junction has prepared me well for the adventure ahead.

Jared Ziegler

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 fairly static and, as has been the trend, there are slightly more boys than girls enrolled.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>279</td>
<td>282</td>
<td>286</td>
<td>279</td>
<td>279</td>
</tr>
<tr>
<td>Female</td>
<td>265</td>
<td>271</td>
<td>264</td>
<td>267</td>
<td>269</td>
</tr>
</tbody>
</table>
Management of non-attendance

In 2009, the school implemented a computerised roll marking system which generates letters for unexplained absences and overall attendance data. The school executive immediately contacts the parents of any student who is absent for three days.

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 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 G</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 LY</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 M</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 SP</td>
<td>1</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2 G</td>
<td>2</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2 M</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 V</td>
<td>2</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3 M</td>
<td>3</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4 L</td>
<td>3</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3/4 L</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>3 Z</td>
<td>3</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4 B</td>
<td>4</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4 R</td>
<td>4</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5 E</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>4/5 E</td>
<td>5</td>
<td>5</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5 S</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5 Y</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6 H</td>
<td>6</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6 M</td>
<td>6</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6 S</td>
<td>6</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

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>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>1.008</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>Community Languages</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor (NOTE: 2 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
</tbody>
</table>

Two staff members are of Aboriginal descent.

Teacher qualifications

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

An additional two staff undertook the processes to be accredited by the NSW Teachers Institute of Education in 2009. 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>75</td>
</tr>
<tr>
<td>Postgraduate</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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>333,978.12</td>
</tr>
<tr>
<td>Global funds</td>
<td>253,001.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134,799.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>313,358.17</td>
</tr>
<tr>
<td>Interest</td>
<td>12,326.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24,172.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,071,635.61</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>65,820.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>46,327.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>126,387.10</td>
</tr>
<tr>
<td>Library</td>
<td>317.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>139,484.18</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>87,738.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>84,988.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20,453.42</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18,063.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>23,102.76</td>
</tr>
<tr>
<td>Capital programs</td>
<td>121,361.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>734,044.21</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 337,591.40

The figure above does not accurately reflect the sum spent on the library as all donations through the voluntary parent contribution scheme are used by the library. $13,014.44 was directly spent to further develop our school resource centre.

The school’s professional learning expenditure is included in the tied funds allocation.

A full copy of the school’s 2009 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 2009

Achievements

Arts

The creative and practical arts continued to be a whole school focus. Some significant highlights in 2009 have been:

- The school Art Show in which every student produced a quality piece of art related to the class COGs unit of work. A variety of media was used including painting, sketching, pottery, collage and digital photography.
- Over 150 students performed at the Art Show evening – Junior Band, Senior Band, Infants Choir, Primary Choir, Greek Dance Group and Senior Dance Group.
- The Senior Band performed at a variety of events including the Yamaha Band Festival, Education Week, Recognition Day and term mini-concerts.
- The Infants and Primary choirs performed at Education Week, Book Week, school assemblies and St Edmunds Church.
- The Senior Dance Group performed with distinction in Showcase At The Juniors.
- All K-2 students performed at a Song and Scone for Mother’s Day and Father’s Day.
- Five students gained prizes in the Chifley Art Competition.
- Four students had “Be kind to my world because…” artwork published in a book produced by Soroptist International.
- A team of seven students participated in the Tournament of Minds.
- Eight students were nominated to enter the Doodle 4 Google competition.
- Stage 3 students came second in the Sydney Region Debating competition. One student was selected to represent Sydney Region in the state competition which the team subsequently won.
- Four students were selected to represent their stage in the Bondi District Public Speaking Competition. One student was a finalist in the competition.
- Seven teams participated in the Interschool Chess Competition.
• In addition, a variety of performers visited the school and students in Stage 2 participated in the Musica Viva Composer In The Classroom program.

Sport
The school has successfully implemented an intensive physical education, fitness and sport program over the past three years. This program began with Kindergarten to Year 2 classes and is now implemented in all K-6 classes.

These programs have continued to produce enhanced results of performance and representation at every level of PSSA and other sport.

Data from pre- and post-testing, and anecdotal evidence shows that these programs have been highly successful in improving fitness levels in students as well as elevating the importance of such programs. The students’ attitudes towards PE/Fitness as a direct result, have been most positively enhanced, and they eagerly await PE lessons.

Our achievements include:
• In Swimming, the school achieved a close second place in the zone for the second consecutive year. Ten students were selected to represent at regional level with one student progressing to state level and winning her event.
• In cross country, the school was once again highly placed at zone level, with eight students qualifying for regional level.
• In athletics, the school placed fourth at zone level, with seventeen students selected to represent at regional level.
• In soccer, a larger number of girls participated in PSSA teams. Due to high demand, the school fielded two junior and two senior teams. Both junior and senior teams improved their standings in the zone competition.
• In netball, the Senior ‘B’ team won the zone competition with our other three teams being most competitive. One student was selected to represent at regional level.
• In rugby league, both junior and senior teams enjoyed a successful season. Two students were selected to represent at regional level with one of these students then selected to represent at state level.
• In touch football, the school had three students represent at zone level and one of these students went on to represent at regional level.
• In A.F.L., our junior team finished third in their competition and our senior team finished second. Two students were selected to represent at zone level. One of these students then represented at regional level and state level.
• In softball, our senior team finished second in their competition with one student being selected to represent at regional level.
• In cricket, both junior and senior teams competed with merit in their respective competitions.
• Students in Years 3-6 who were not members of PSSA sports, participated in a range of sports at school and other venues including swimming, tennis, KickFit, netball, cricket, rugby league, volleyball, table tennis, softball, soccer, ten-pin bowling, gymnastics and basketball.
• Students in Kindergarten to Year 2 participated in weekly sports sessions in addition to their fitness lessons.

Comparison of this year’s data with previous years indicates that the overall fitness levels and performance of students have been maintained and in many cases improved. The sporting results achieved this year are evidence of a successful PE/Fitness and sports program.

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 the 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

Year 3 writing
64% of students were in the top two bands of achievement in writing compared to a state average of 52%.
Year 3 reading

Whilst a larger proportion of students are in Band 3 than recent years, our school average continues to be above the state average. School trend data from 2003 to 2009 shows continued growth.

Numeracy – NAPLAN Year 3

The school’s average score was above both the state and ‘like school groups’ average score. This school average is below that of previous cohorts in recent years however, school trend data from 2003 to 2009 shows continued growth.

Literacy – NAPLAN Year 5

In overall literacy, 54% of our students are in the top two bands compared to 34% of students across the state average.

In writing, there was an increase of 15% of students scoring in the top two bands.

Results show little difference in reading and writing achievement.

23% of our Year 5 students are in the top band in spelling. 62% of our Year 5 students are in the top two bands in spelling compared with a state average of 37% of students.

Numeracy – NAPLAN Year 5

32% of our students are in the top band in numeracy with a total of 54% of students in the top two bands compared with 34% of the state.

Students from language backgrounds other than English scored significantly above the state average. Our students’ mean score was 563 compared with a state mean of 515.

Progress in literacy

Writing

With an increased focus on the explicit teaching of writing there has been an increase of 11 points average growth in the progress for matched students from Year 3 to 5.

Reading

The average growth rate of our students in reading is below the state and ‘like school groups’ average. The school’s strategic plan includes a number of strategies; for example, implementation of Accelerated Literacy pedagogy, in order to increase student growth in reading.
Progress in numeracy

The average progress of our students in numeracy was significantly above the state and ‘like school group’ average. Hands on, experiential learning and an emphasis on working mathematically has led to these results.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>109.7</td>
<td>112.0</td>
<td>123.1</td>
</tr>
<tr>
<td>LSG</td>
<td>84.7</td>
<td>83.3</td>
<td>94.0</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</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>97</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal Student Engagement Plans continued to be developed and implemented in 2009. These plans were developed in consultation with students and parents, with the goal of identifying student needs and providing remediation, support and extension. Students were closely monitored and the plans were updated at regular intervals throughout the year.

Assessment and reporting data indicates that the majority of enrolled indigenous students are achieving at grade level or above.

NAIDOC Week was celebrated in a whole school assembly hosted by the indigenous students of our school.

All Stage 3 teachers were trained in Accelerated Literacy, in keeping with our target to better connect the reading and writing processes and enhance the Literacy achievement of our students.

Aboriginal perspectives are integrated into each key learning area to educate all students about Aboriginal histories, cultures and current Aboriginal Australia.

Multicultural education

The school has a Language Background Other than English (LBOTE) population of 370 students with 242 requiring English as a Second Language (ESL) support. Of these students, 27 are first phase learners, 155 are second phase learners and 60 are third phase learners.

Multicultural perspectives are embedded in teaching and learning programs.

In addition, the multicultural environment in the school is promoted during Harmony Day with specially designed displays and a formal assembly.

Respect and responsibility

Personal development programs focusing on the school’s core values of respect, friendliness, acceptance, support, integrity, learning and leadership were implemented K-6.

A revised student leadership election policy was developed in consultation with students and presented to the P&C.

A recycling program was implemented along with an increased focus on environmental sustainability in teaching and learning programs.

Stage 3 students continued their buddy class programs where senior students work with Kindergarten students in a variety of learning and social situations.

Recognition and rewards systems are used to encourage positive behaviour and citizenship in class and school-wide situations.
Other programs

Information and communication technology

Over the last three years the school has developed a state of the art school-wide network. In 2009 a number of resources were purchased to further develop the use of ICT in the classroom and teachers engaged in a variety of professional learning opportunities.

Purchases included eight additional interactive whiteboards and peripherals such as scanners and digital cameras to support multimedia tasks.

Staff were trained in the use of a variety of software programs to support student learning including Notebook 10, Activ Studio, MS Office (Word, PowerPoint, Excel, Publisher), Movie Maker and Eduweb. The Term 3 professional learning day focused on using ICT with integrity.

Staff participated in video conferences about connected learning.

A Stage 3 team of students participated in a state-wide Jeopardy tournament via video conference.

The school hosted four Sydney Region Computer Coordinator days.

A scope and sequence of ICT skills was implemented to ensure consistency of learning and ongoing skill development.

Students in Year 6 developed movies as part of their COGs unit of work.

EduWeb was implemented in a number of classes. Student websites included profiles, art galleries, multimedia presentations, comics (using Comic Life) and other work samples.

Year 5 students used Photoshop to develop digital artworks for the Art Show.

Teachers developed enriched ICT tasks linked to students’ COGs units of work which students completed in Term 3. The tasks also included assessment rubrics. Student work samples were showcased to all school teaching staff.

One teacher presented at the Sydney Region Quality Teaching conference showcasing the use of ICT at our school.

SPARK reading

In conjunction with the Australian Business and Community Network, the school engaged in a reading mentoring program using corporate volunteers. Mentors were linked with 12 primary students for an eight week period and engaged in reading sessions which included familiar book reading, new book reading and fun shared reading. Parents reported increased student reading confidence and enthusiasm. Both the mentors and students reported that it was a valuable and enjoyable experience.

Progress on 2009 targets

Target 1

To add value to literacy results through explicit and systematic teaching incorporating the Quality teaching Framework and a focus on linking the reading and writing process

Our achievements include:

Five Stage 3 teachers were trained in the Accelerated Literacy pedagogy which enables all students to engage with age appropriate texts.

As part of the literacy assessment process, stage teams have developed and implemented rubrics for writing and discussed these rubrics with students. The development of these rubrics facilitates consistent teacher judgement and provides explicit criteria for students.

NAPLAN and school based assessment data has been used to identify students ‘at risk’ in literacy learning. Class teachers and support staff, including the learning support and ESL teachers, have used this data to develop and implement individual learning plans focusing on identified areas of need.

Through pre- and post-assessments conducted as part of learning support programs, students have demonstrated improvement in their reading and writing, highlighting the effectiveness of the teaching and learning strategies used.

The target of adding value to student results and the focus on linking the reading and writing processes remains an important component of the school’s three year strategic plan.

Target 2

To improve student outcomes in Creative and Practical Arts (CAPA)

Our achievements include:

All teachers engaged in professional development activities which focused on quality teaching practices in teaching and learning programs and assessment across the four strands of creative arts.

After input from the regional quality teaching consultant, teachers are better able to develop rigorous and relevant tasks to assess student achievement in this key learning area.

Summary reports of the school’s 2009 ESR data show that an increasing number of students are achieving at the High and Outstanding achievement levels.

The school’s focus on talking and listening has resulted in an increased range of opportunities for students both within school and externally, e.g.
Sydney Region Debating Competition, Sydney Region Multicultural Public Speaking Competition and Bondi District Public Speaking Competition.

Specific talking and listening activities which were implemented in all classrooms resulted in a higher number of students performing above Sound Achievement as evidenced in school based data.

Students demonstrated their skills and understandings through performances and participation in competitions across the four creative arts strands, both within school and across the wider community.

**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 2009 our school carried out evaluations of management and creative arts.

**Educational and management practice**

**Management**

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

**Background**

The school always aims for best practice in all areas of management. These areas include:

- School improvement - evidenced in plans, policies, programs and practices. The school’s self evaluation processes are continuous and strategic.

- Student management – student welfare needs are reflected in the school’s policies and programs.

- Staff management – the school’s processes and procedures address staff welfare needs. Professional development is planned, systematic and effective.

- Organisational management – resources are effectively managed and a range of strategies are empowered to ensure effective communication to all stakeholders.

**Findings and conclusions**

- Most parents (90%), staff (100%) and students (90%) feel that the school is continually looking at ways to improve its performance.

- Almost all parents and students and 100% of staff agree that the school regularly measures the success of its programs. Minor and major adjustments are made when necessary to improve what the school does.

- 88% of parents and 92% of staff feel that the school communicates effectively with students and parents.

- 80% of parents, 70% of students and 95% of staff agree that the educational needs of all students are met by the school.

**Future directions**

- Continued professional development of teachers in quality teaching practices with a focus on intellectual quality across all key learning areas to further enhance teaching and learning programs.

- Further professional development of teachers in differentiation of curriculum to meet the needs of all students.

- Evaluation of the organisation and activities of the school’s Learning Support Team to enable it to better meet the needs of identified students.

- Continued clear communication to staff and parents about the school policies, programs, targets and student achievement through the parent bulletin, school website, P&C meetings.

**Curriculum**

**Creative arts**

**Background**

In 2009, a school target was to improve student outcomes in creative arts (CAPA). CAPA includes music, dance, drama and visual arts. Staff were involved in professional development activities in quality teaching practices in programming and assessing CAPA. The school surveyed the opinions of staff, students and parents about involvement in, understanding of, and achievements in CAPA.

**Findings and conclusions**

- Almost all students enjoy CAPA programs with visual arts and music being the most popular activities.

- Most students would like to do more activities in CAPA and feel that teachers help them in new and different activities.

- 88% of students enjoy making art for the Art Show and enjoy performing in stage concerts.
• 99% of parents agree or strongly agree that CAPA is an important key learning area.

• Most parents do not understand the syllabus requirements and a number of the teaching and learning activities in CAPA in which their children participate.

• 92% of parents view the biannual pattern of art shows and stage concerts as a valuable experience for the children.

• Teachers understand the CAPA syllabus and use the Creative Arts syllabus and K-6 Sample Units of Work as a reference for programming and assessing.

• Work samples, open-ended tasks, oral assessment, observation checklists and anecdotal records are the most common forms of assessment used by teachers.

Future directions
Engage CAPA consultant for staff professional learning to focus on quality teaching practice and differentiating curriculum to cater for all students.

Conduct parent information sessions to explain the CAPA strands (visual arts, music, dance and drama), class programs and activities and stage outcomes related to assessing and reporting in Easy School Reports.

Continue to conduct and evaluate biannual art show and stage concert programs.

Teachers meet in grade and stage teams to further evaluate integration of CAPA into units of work and other term programs.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the current school Homework Policy.

Their responses are presented below:

• Almost all parents, students and teachers regarded regular homework as a valuable part of the education process.

• 85% of parents, students and teachers from Years 2-6 preferred a weekly contract system of homework.

• 80% of parents wanted between 30 and 50 minutes of homework each night from Monday to Thursday.

• Almost all parents, students and teachers agreed that mathematics, reading, writing, spelling and research project work were the most valuable homework activities for students.

• Some parents found children’s homework stressful with time pressures, some non-relevant activities and some lack of understanding of how to assist with homework tasks.

School council drafted a revised homework policy which was ratified by staff.

Future directions
The revised Homework Policy to be detailed in the parent bulletin and explained by teachers at parent/teacher introductory evenings.

A home reading scheme will be an important component of homework from Kindergarten to Year 4.

Teachers will be responsible for reviewing the homework assignment of each student and for providing relevant feedback to students.

Professional learning
All teachers engaged in professional learning activities in 2009. The school’s target areas of literacy, quality teaching and ICT were a focus for professional development in 2009.

Following analysis of staff ICT needs through the use of surveys and stage-based discussions, the staff engaged in a variety of ICT related professional learning. In-school training, both whole staff and small group sessions, were provided in ActivStudio, Notebook10, MS Word (basic and advanced), Excel, Publisher, PowerPoint, EduWeb (basic and advanced) and MovieMaker. In addition, two staff were trained in Comic Life and four additional staff were trained in the use of connected classrooms. The Term 3 school development day focused on the use of ICT across the key learning areas and the scope and sequence of skill development. This then led to development of specific ICT tasks for each grade which were completed and presented to staff as part of the end of year evaluation process.

Other professional learning included:

• All Stage 3 teachers were trained in the Accelerated Literacy pedagogy.

• Three new scheme teachers participated in the regional program for new scheme teachers.

• The Term 2 school development day focused on quality teaching pedagogy and assessment practices in the creative arts.

• Two staff were trained in merit selection procedures.
• ESL teachers attended ESL network meetings and courses focusing on the use of ICT with ESL learners.
• The Chinese Language teacher attended the Chinese Teachers Language Conference.
• Support Teacher Learning (STL) attended training for new STLS and network meetings.
• Administration staff also attended network meetings and training courses in ERN and Smartbuys.

A significant amount of professional learning was undertaken in-school which decreased the overall funds expended. The average amount spent per teaching staff member was $430. Unspent funds have been carried forward to support the implementation of the strategic plan in 2010.

School development 2009 – 2011

Three areas were focused upon in the development of a 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 2010

School executive, stage teams and key learning area committees will continue to implement all of the components of the 2009-20011 school plan. In 2010, our two main targets will be literacy and ICT.

Target 1

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

Strategies to achieve this target include:

All teachers are trained in Notebook 10 software.
IWBs installed in all classrooms by March 2010.
Stage teams collaboratively develop an enriched ICT task for each 2010 COGs unit of work (Semester 2 only for Kindergarten).

Students in Years 1 to 6 complete an ICT enriched task for each 2010 COGs unit of work.
Implement Mathletics program K-6.
All students in Years 3 to 6 develop a digital portfolio.
40% of Stage 3 students use Web 2.0 publishing tools e.g. wikis and blogs.
All classes K-6 use a range of information and communication technologies to support learning.

Our success will be measured by:

All teachers using Notebook 10 software to develop resources for IWBs (and saved to the school network).
Enriched ICT tasks developed and implemented for all 2010 COGs units of work.
All students K-6 use appropriate levels of Mathletics at home and at school.
Digital portfolios created by all students 3-6.
40% of Stage 3 students have published using Web 2.0 tools (specifically wikis and blogs).
Teaching and learning programs directly reflect the use of a range of ICTs across all KLAs.

Target 2

Increased literacy levels for all students K-6

Strategies to achieve this target include:

Train all Stage 2 and 3 teachers in Accelerated Literacy.
All classes program a 90 minute balanced daily literacy session.
Use of literacy support teachers in all stages to work with identified students.
Differentiated literacy programs to cater for high achieving students.
Use of a variety of assessment tasks to assess student learning.
Implementation of a Stage 2 Home Reading program.

Our success will be measured by:

Accelerated Literacy implemented in Stage 2 and 3 classrooms.
A balanced literacy session implemented in all classrooms.
Explicit literacy teaching including differentiated activities evidenced in teaching and learning programs.
Targeted students show growth of 10% in reading and writing.

12
Increased A-E grade differentiation in ESR summary reports.
NAPLAN reading results reflect an increase of 2% average progress (in line with State targets) for matched students.
Stage 2 Home Reading commenced.

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.

Lorena Uriarte, P&C President
Julie Noonan, School Council President
Helen Empacher, Assistant Principal
Nickie Karas, Assistant Principal
Veronica Mihajlovic, Assistant Principal
Sol Solomon, Assistant Principal
Joann Sayers, Deputy Principal
Tony Murray, Principal

School contact information
Maroubra Junction Public School
Storey Street
Maroubra NSW 2035
Ph: 02 9349 8333
Fax: 02 9349 3712
Email: maroubrajn-p.school@det.nsw.edu.au
Web: www.maroubrajn-p.schools.nsw.edu.au
School Code: 7427
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: