Our school at a glance

Students

72% of students at Maroubra Junction Public School are from backgrounds other than English. The academic achievement of students is high in Numeracy and Literacy.

Staff

The staff at Maroubra Junction Public School is recognised by the community as a highly professional and dedicated group. 22 classroom teachers Kindergarten to Year 6 are supported by 9 support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school is achieving strong results and recognition for programs developed as focus areas in previous years.

School Band: Each year the Senior and Junior Bands increase in size as more students value the opportunity to learn an instrument and perform in the school’s two bands under the direction of the Band Coordinator and tutor. Small group tutoring and opportunities for performances are developing the quality of these bands.

School Concerts: Three school concerts are performed every second year as a part of the school organisation of its Creative Arts. The creativity and talent of our students was on display as every student took part in a class item.

Student achievement in 2008

In the National Assessment Program Literacy and Numeracy (NAPLAN), 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

Graph showing the percentage of students in different bands for Year 3 writing.

Writing was a focus for the school. This graph represents the significant growth in student achievement in writing during 2008.

(See Target 1, 2008, pg.8)

Overall literacy results reflect that 93% of students are achieving at or above the minimum standard set by the national benchmarks.

Numeracy – NAPLAN Year 3

100% of Year 3 students are achieving at or above the minimum standard set by the national benchmarks.

Literacy – NAPLAN Year 5

Overall literacy results reflect that 94.75% of students are achieving at or above the minimum standard set by the national benchmarks.

Overall literacy results indicate that all Year 5 students continue to perform at a standard commensurate with schools in the education area and state. However, against our own standards the school is not demonstrating our predicted growth for all students. To gain consistency in future results, more work needs to be undertaken in connecting the reading and writing process.

Student Reporting: Parent feedback through P&C and School Council meetings contributed to amendments to our student reporting system.

Community Water Grant: $46,550 was provided by the Australian Federal Government to supply five water tanks. These now provide rainwater to service the senior and junior toilets and storage for a watering system being installed in the paddock area.
Additionally, teaching strategies which encourage identification of the author’s intention and word choice need to be implemented in order to enhance students’ understanding of the purpose of a text and its audience.

**Numeracy – NAPLAN Year 5**

100% of students are achieving at or above the minimum standard set by the national benchmarks.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>5.3</td>
<td>5.2</td>
</tr>
<tr>
<td>4</td>
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<td>7.4</td>
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<td>15.3</td>
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<tr>
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<td>23.5</td>
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</tr>
<tr>
<td>6</td>
<td>18</td>
<td>22.2</td>
<td>22.2</td>
<td>23.5</td>
<td>19.5</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>25.9</td>
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<td>14.1</td>
<td>11.4</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>21.0</td>
<td>21.0</td>
<td>12.9</td>
<td></td>
</tr>
</tbody>
</table>

**Messages**

**Principal’s message**

It is not simply a list of achievements which makes a great school. It is something more. It is the atmosphere and ethos where everyone works together to achieve best results in all areas of school life.

My thanks and appreciation go to all staff, students and parents who worked so hard during 2008 to bring the school together as a whole school with a common community culture. The contribution of their efforts demonstrated that as a school we achieved our aim of providing a caring and stimulating environment for learning.

A major curriculum focus was to increase literacy results through the creation of a quality learning environment in English. With the P&C’s contribution of $22 000 for reading texts and the uninterrupted daily literacy sessions, achievements in the NAPLAN results demonstrate our gains. This means students from our school are encouraged to be lifelong learners who will leave the school with strong literacy, numeracy, fitness and creative skills.

As 2008 drew to an end we have in place plans to further improve the school through the refurbishment of the paddock and the installation of additional interactive whiteboards where technology continues to be at the forefront of tools available to enhance student outcomes.

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.

**Mr Tony Murray**

**School Council message**

What a thriving year the school has had!

The School Council collaborated effectively in making decisions to further improve our school. It compared quotes regarding the improvements to the paddock whilst continuing to look at the school’s financial situation, finally choosing the most suitable; with works to commence during the Summer holidays.

The 2008 school targets were monitored, particularly linking reading and writing to further build upon the above state average results the school achieves. Targets for 2009 were set with a particular emphasis on Creative Arts and Accelerated Literacy as a teaching strategy to connect the reading and writing processes.

It has been a wonderful experience to be on such a productive School Council.

**Mrs Maria Moutopoulos, President**

**Student representative's message**

This school has helped to shape who I am today through its teachers, its programs, its care and its commitment. From the moment I walked through the gates, nervously, close to seven years ago, it was as if a huge door of opportunity welcomed me warmly. And what opportunities they were! The list is endless: band, choir, modern dance, sport, chess, Tournament of Minds, debating, public speaking, Greek and Chinese. The door is always wide open! No doubt it will be a sad step walking out of this school at the end of the year. However, with me will come knowledge, friendships and the fondest memories. There is a nice feel to this school. I realise and appreciate how lucky I was to experience the ‘new’ school and its outstanding facilities and incredible technology - especially the Interactive Whiteboards. It was a real honour to be the School Captain of what I believe is one of the best schools.

**Dean Moutopoulos**

Maroubra Junction is a school dedicated to providing children with the best education. Not only are the teachers and staff great, but so are all our facilities. It’s a warm environment to learn and it has so much to offer, for every child’s interest, ranging from chess right through to many varieties of sport. My experiences in the past seven years have been incredible. I’ve learnt so much knowledge but have also developed important social skills. I feel confident to move into high school.

**Ellie Vassiliadis**
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>279</td>
<td>240</td>
</tr>
<tr>
<td>2005</td>
<td>279</td>
<td>265</td>
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<tr>
<td>2006</td>
<td>282</td>
<td>271</td>
</tr>
<tr>
<td>2007</td>
<td>286</td>
<td>264</td>
</tr>
<tr>
<td>2008</td>
<td>279</td>
<td>267</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>94.6</td>
<td>94.8</td>
<td>93.8</td>
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<tr>
<td>2006</td>
<td>95.4</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>94.8</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>95.7</td>
<td>95.2</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tbody>
<tr>
<td>KG</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
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<td>22</td>
</tr>
<tr>
<td>23S</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>23S</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>34S</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>34S</td>
<td>4</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>3V</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3Z</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>56E</td>
<td>6</td>
<td>21</td>
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<td>56E</td>
<td>5</td>
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<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5V</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6R</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>27</td>
<td>27</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</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</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>Release from Face to Face Teachers</td>
<td>1.008</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>2.0</td>
</tr>
<tr>
<td>Counsellor (NOTE: At MJPS 2 days per week)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>33.133</td>
</tr>
</tbody>
</table>

Staff retention

A permanent staff member was appointed at the beginning of 2008. One staff member retired at the end of term one.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.5%.

Teacher qualifications

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

An additional two staff during 2008 undertook the processes to be accredited by the NSW Teachers Institute of Education. These staff collected evidence about their teaching collating a portfolio 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: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>227 375.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>239 764.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>198 555.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>308 478.40</td>
</tr>
<tr>
<td>Interest</td>
<td>21 907.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 951.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,013,031.03</strong></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>122 151.09</td>
</tr>
<tr>
<td>Excursions</td>
<td>45 577.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>84 968.91</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>185 528.58</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>68 205.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>62 050.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>54 407.07</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 351.66</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17 451.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21 041.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>679,052.91</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>333,978.12</strong></td>
</tr>
</tbody>
</table>

The School Council elected to place all voluntary school donations into a tax free separate bank account for administration by the librarian. Therefore, the figure reflected in this statement does not truly reflect the sum spent on the library. $10,602.22 was donated to the library through the voluntary parent contribution. This money was directly spent to further develop our strongly resourced library to assist every K-6 student.

A full copy of the school’s 2008 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 2008

Achievements

Arts

The creative arts have continued to showcase student abilities. Some significant achievements this year have been:

- The school presented three stage based concerts in our school hall namely:
  - K-2 enthralled the community with their colourful stage show entitled “The Rainbow Connection”.
  - Stage 2 thrilled everyone with “Maroubra’s Got Talent”.
  - Stage 3 entertained us with “Once Upon A Time”.

- The Primary Choir performed with distinction at the Sydney Opera House as part of the Sydney Region Music Festival.

- Both primary and infants’ choirs performed at Pacific Square and St Edmund’s Anglican Church during Education Week and at school assemblies.

- During our official school opening, the primary choir and school band performed and entertained the community and distinguished guests including members of parliament.

- The school band performed during Education Week at Pacific Square, at the Big Gig East combining with four local schools, on Recognition Day and at term musical evening performances.

- The senior dance group performed at Pacific Square for Education Week and at the Bondi Showcase.

- The Chinese dance group performed during combined school assemblies.

- Kindergarten entertained the community with singing at Pacific Square during Education Week.

- All K-2 students performed at a “Song and Scone” for Mother’s Day and Father’s Day assemblies.

- All K-6 students participated in the Musica Viva programs titled Crisantemi and Ba Tuta Drumming.

- Stage 3 participated in inter-school debating competitions with great success.

- The school participated in the Bondi District Public Speaking Competition with Lola Pedder, Sasha Foot, Noah Gurney and Dean Moutopoulos delivering outstanding presentations.

- A team of seven students participated in the Regional Tournament of Minds Competition.

- Visual Arts – Some classes participated in the Chifley Art competition.
Sport
As a direct result of the P.E./Sports program that the school has undertaken in the past two years for K-2, and one year for 3-6, the school's results of representation and performance at every level have been enhanced.

In Swimming, the school achieved 2nd place in the Zone this year with 12 representatives being selected to represent at Regional level. Two of these children were subsequently selected to represent at State level, with one child gaining selection at National level.

In comparison, in 2007 the school was 4th at the Zone Carnival, with 6 children selected to represent at Regional level.

In Cross Country this year, the school gained 2nd place at the Zone Carnival with 9 representatives selected to compete at Regional level.

In comparison, in 2007 the school came 4th and had 2 representatives at Region.

In Athletics, the school was narrowly beaten into 3rd place at Zone level, which was the same result as in 2007. However, 18 children were selected to represent at Region, which represents a 35% increase in representation.

In Soccer, both Senior and Junior teams improved on the 2007 final standings, with the Junior Soccer Team coming 2nd by only 1 point.

In Cross Country this year, the school gained 2nd place at the Zone Carnival with 9 representatives selected to compete at Regional level.

In comparison, in 2007 the school was 4th at the Zone Carnival, with 6 children selected to represent at Regional level.

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In comparison, in 2007 the school was 4th at the Zone Carnival, with 6 children selected to represent at Regional level.

Academic

Literacy – NAPLAN Year 3
Boys' engagement in reading and writing were significantly improved upon this year. In each of the areas of literacy, namely reading, writing, spelling, grammar and punctuation, the school continues to perform above the state results. 89% of boys are achieving at grade level or above.

The number of students achieving the top band in reading 2008 illustrates growth of 11%. A comparable reduction of 6% of students in the bottom bands is evident.

Numeracy – NAPLAN Year 3
For the second year in a row the school is outperforming the region and state averages and is a top performer in numeracy for the education area. This continues a three year trend of improvement. A third of our students are achieving results in the top skill band which is an improvement of 10%. There are no students in the lowest band. For 2008 66% of students are in the top two bands of the number, patterns and algebra strands. In measurement, data, space and geometry there are one third of students achieving the top band.

Literacy – NAPLAN Year 5
Improvement in writing for boys has been encouraging as the teachers focused upon these students during 2008. Pleasing results have been made in moving students from the bottom bands in aspects of literacy into the next band of achievement.
Numeracy – NAPLAN Year 5

A summary of 2008 results reflects a consolidation of growth that took place in previous years. The school continues to outperform the region and state averages and is a top performer in numeracy for our education area. Student movement into the top skill band has grown for the second year. Two thirds of our students are in the higher skill bands. 93% of boys and 91% of girls are achieving national benchmarks. The number, and patterns and algebra strands continue to be areas of strength.

Minimum standards

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>99</td>
</tr>
<tr>
<td>96</td>
</tr>
<tr>
<td>99</td>
</tr>
<tr>
<td>99</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal Student Engagement Plans continued to be developed and implemented in 2008, building on the firm foundation established in 2007. These plans were developed with the involvement of teachers, parents and students. This initiative of the Department of Education and Training assists teachers to better provide strategic support in Literacy and Numeracy for students and closely monitor progress.

Meetings were held once each semester with parents of Aboriginal students to discuss class and school programs, activities and their effect on student outcomes.

Aboriginal perspectives are introduced into all K-6 units of work.

Multicultural education

There is a total Languages Background Other than English (LBOTE) population of 390 students with 254 students requiring English as a Second Language (ESL) support. Of these students, 38 are first phase learners, 153 are second phase learners with 63 students at the third phase.

K-6 classes designed posters to be displayed in the hall for Harmony Day and for the school concerts which all carried a multicultural theme.

Respect and responsibility

Personal Development programs which focus on the school’s core values of respect, friendliness, acceptance, support, integrity, learning and leadership.

Students increasingly involved in environmental sustainability programs, e.g. recycling roles.

Expanded buddy class program. Senior students are regularly involved in structured learning and social activities with Kindergarten students.

Recognition and reward systems to encourage positive behaviour and citizenship in class and school-wide situations.
Other programs
Learning Support Team

Throughout 2008 a group of teachers who had students with Learning Support needs participated in a year-long Curriculum Differentiation professional development project. As an outcome of a series of workshops, teachers developed individual Differentiated Curriculum proformas and plans integrated with the class program to best meet the needs of their students.

Progress on 2008 targets

Target 1
To enrich the teaching of writing from Kindergarten to Year 6 using the Quality Teaching Framework.

Our successes include: National Assessment Program – Literacy and Numeracy (NAPLAN)

An analysis of the Year 3 boys’ results demonstrated a significant improvement in writing. These writing results required students to generate and organise ideas and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation.

For the first time in three years the school has performed better than the state and region in meeting the writing national benchmarks. The NAPLAN results for Year 5 boys have not demonstrated a comparable improvement as the Year 3 boys, although we have turned around the decline in Year 5 boys’ writing results from 2007; outperforming the state average achievement.

The gains made in Year 3 boys’ writing are comparable with the Year 3 boys’ reading results. However, comparing Year 5 boys’ reading and writing data illustrates the need to consolidate previous gains made in reading by connecting the two processes.

Overall, 93% of Year 3 students are meeting the national writing benchmarks. 92% of all Year 5 students are meeting the national benchmarks. When compared to schools within the school education area this is an excellent set of results.

Of the 28 Year 3 students from a Language Background other than English (LBOTE) the growth for these students was greater than students from English speaking backgrounds. For both of these Year 3 groups the school continues to perform better than the state and region. A similar statement can be made for the 26 Year 5 LBOTE students whose growth in writing was very strong.

School Based Data
Assessment data taken from the second semester of the 2008 student reports from the school’s own system supports the NAPLAN data reflecting these improvements. On average, Kinder to Year 6 teachers report that 91% of students are working at or above grade level. It must be noted that teachers are assessing on a broader set of criteria and over an extended period of time.

Our achievements include:
From these results the school is having an impact upon the writing of all students and particularly those who need further engagement with writing processes. It is becoming clear that the 100 Views writing focus during 2007, as well as a greater emphasis on the teaching of grammar at the word and sentence level is having a positive impact.

Through a professional development program for the teaching of English as a second language (ESL) and the teaching of writing throughout 2008, teachers have focused upon analysing student work samples at the sentence and word level. Teachers’ literacy programs and lessons have centred upon developing a common way of describing what choices students are making when writing. This is known as a metalanguage. Across Kindergarten to Year 6, resources have been enhanced as the P&C again contributed $22 000 towards books to enable teachers to make connections between writing and reading.

The continued challenge for the school will be to assist students in making the connections between reading and writing to build upon the gains made this year.

Target 2
To enrich student learning with interactive, online tools that promote higher-order thinking in any Key Learning Area.

Our achievements include:
- Year 6 students creating movies using Microsoft MovieMaker.
- Three Stage 2 classes and two Stage 1 classes implemented EduWeb.
- 3/4S students engaged in a Digital Photography workshop which allowed each student to develop skills in using images to tell a story.
- Students were engaged in video conferences such as Dig For A Dinosaur trial with the Australian Museum and the Sydney Region Jeopardy Challenge providing opportunities for students to utilise experts in a particular fields and interact with peers in other schools
- Eight staff were trained in the use of ActivStudio.
- The school’s use of technology is highly regarded within the District with the school hosting a TECH-KNOW Tour showcasing how
ICTs such as IWB and Moviemaking can be used in a school environment.

- Staff were filmed by Teachers TV showcasing Interactive Whiteboard use in the school and the implementation issues faced by a large school.
- Staff Development Day sessions in use of Connected Classrooms equipment allowed teachers to engage in video conferences with Sydney Region Personnel and schools from around NSW. The introduction of staff to Wikis allowed collaborative drafting of the school’s English policy.
- Installation of a new fileserver to expand the capacity of the network (data storage, processing speed etc.) including a data backup system to ensure security of data.
- Increase of IP Address range to allow more devices to be attached to the school network.
- Connected Classrooms equipment has been installed.

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 2008 our school carried out evaluations of Spelling, Community Languages and Leadership.

Educational and management practice

Leadership

Background

Over the past four years the school has been transformed from a split site into a single K-6 campus. The transformation began in 2005 with the appointment of a new senior executive team. The first phase of the transformation required the management of the building of the new school. Specific leadership skills were required to prepare physical, financial and human resources for the amalgamation. During the process the school turned its casual positions into permanent placements with over 1/3 of staff new to the school by July 2007. The students and staff have settled into new surroundings benefiting from excellent facilities and merging the two school sites.

Now the school has successfully managed its transformation and needs to continue its leadership focus in curriculum. It requires strong knowledge and professional practice to embed and consolidate Quality Teaching/Learning practices to further enhance a whole school culture. As a part of this process teachers should see themselves as leaders referencing their leadership against institute standards.

The teaching staff were individually interviewed around eleven aspects of leadership.

Findings and conclusions:

- Teachers recognise clearly that the executive of the school have a commitment to continuous improvement. The school initiates and implements programs which affect improvement where staff input and contributions are valued and acted upon.
- The main form of written communication was informative, professional and detailed. The introduction of regular stage meetings is seen as a strong organisational feature of communication as there are opportunities for all participants to have their say. K-6 meetings, which are professional development meetings, need fine tuning to enable staff to hold discussions about how the presented material impacts upon class, stage and department.
- There is a need for a level of consistency across all educational and management practices by the executive to enhance the decision making processes. This means that one clear message can be sought from any executive member.
- Staff recognise that professional needs are met albeit at times it may have to be creatively managed.
- Shared leadership needs to be developed to reflect its high priority in the school. To assist staff in making team decisions about how to meet their students’ needs, decisions need to be criteria referenced against syllabus standards and Quality Teaching principles.
- The majority of staff stated the executive staff was approachable, supporting teachers and addressing issues that arose. Staff reported they are aware of who does what. The school has developed a clear roles and responsibilities statement that is linked to the Professional Accomplishment and Leadership elements of the Institute of Teachers Standards.
- There is recognition that this is a large school with complex demands made upon all teachers, where individualised communication is sometimes difficult and that there is a reliance on written feedback and small stage forums to disseminate information. It can be frustrating for staff that the opportunity for individual communication is not always optimal. However, staff recognise the context of a large school and were unable to further provide other strategies. This may be placed in the context of the split site school merging onto one campus.
Future directions

• Continue the once per term staff individual teacher interviews around specific school priority areas.
• Restructure the K-6 staff professional learning meetings.
• Summarise in staff bulletins issues discussed in executive meetings that affect K-6.

Curriculum

Spelling

Background

There are four knowledges of spelling that are used when teachers plan lessons within a balanced literacy session. They are:

• Visual knowledge;
• Phonological knowledge;
• Etymological Knowledge; and
• Morphemic Knowledge.

Many teachers try to link student activities around these knowledges using words from units of work. A survey of students, parents and staff was undertaken during Term 3 to determine the community’s understanding of classroom practice. An analysis of results was undertaken to provide evidence for the surveys.

Findings and conclusions

The results indicate that teachers rate highly their professional understandings in the four key knowledge areas needed to teach spelling effectively. Their comments indicated that they understand how students’ experience with these knowledges can assist their spelling, when writing, at an age appropriate level.

Practise of spelling knowledges and classroom lessons are sometimes driven by textbooks. The survey results indicate that teachers’ believe their classroom practices could be expanded so more opportunities are provided for students to apply and practise their knowledge and skills.

The students’ responses indicated that they were aware that spelling is taught everyday through modelled, guided and independent activities.

NAPLAN results determine 88% of Year 3 are achieving grade appropriate or higher outcomes. Of this figure, 75% of students are in the top two bands.

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>455.7</td>
<td>421.4</td>
<td>418.6</td>
</tr>
</tbody>
</table>

When compared to the rest of the state our spelling results are significantly higher. Of the Year 5 students 74% of students are at or above band 6 or higher.

Boys in particular are achieving higher than average results for the region and state in the top two bands. This is linked to the strength boys are showing in writing.

(See target 1, 2008, pg.8)

Future directions

Use of Accelerated Literacy as a way of programming the literacy session for Stage 3 students from 2009 will support the teaching of spelling in context of the students’ reading and writing.

Individual student achievement from Year 3 to Year 5 should be closely monitored to ensure growth of at least one skill band. This may reflect a need to further emphasise strategies using the etymological and morphemic knowledges in the teaching of spelling. This is a natural emphasis as students rely less on visual and phonological activities.

It is recommended that the spelling continuum is used as a reference point to determine stage appropriate activities that cater to the diverse ways that teachers meet student needs. In general this means the school uses two approaches; textbooks and an integrated spelling approach with units of work.

Other evaluations

Parent, student, and teacher satisfaction

Background

In 2008 the school sought the opinions of parents, students and teachers about the Community Languages Program across the school. There are two languages being offered; Greek and Chinese.
Findings and conclusions

95% of parents see the Community Languages program as an important part of their child’s education. Parents identified benefits such as broadening their child’s experience of the world as well as contributing towards improving literacy in English (87%).

68% of parents indicated they have a good understanding of what their child learns in Community Languages.

Some parents had concerns about the level of conversational language that students gain through the program.

Class teachers place a high value on co-operatively programming with Community Language teachers each term.

Most students enjoy learning new things in Greek or Chinese classes (reading, writing and oral).

Almost all students enjoy learning about their own culture and/or another culture through language.

Future directions

Continued and expanded cooperative programming each term between Community Language Teachers and classroom teachers. This will focus on COGs units for each grade in Human Society and Its Environment, Science and Technology and Creative and Practical Arts.

Continued detailed reporting to parents (Easy School Reports) on aspects of Community Language programs at mid year and end of year.

Improved communication to parents on the structure and content of Community language programs.

More intensive integration of Creative and Practical Arts activities into Language programs.

Professional learning

Targeting literacy continued to be a priority for teacher professional learning throughout 2008. 40% of funds were spent on this critical area. The staff concentrated on looking at text features and grammar in writing and the literacy needs of English as Second Language learners. Between 12% and 15% of funds were spent developing teacher understandings in each of the following areas; ICT, Welfare and Beginning Teachers. Finally, a combined amount of 20% of funds developed teacher skills in Leadership, Welfare and Syllabus Implementation.

School development 2009 – 2011

Three areas were focused upon in the development of a three year strategic plan.

Literacy: emphasis on linking the reading and writing processes.

Numeracy: maintaining the outstanding results the students are 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 2009

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 processes.

Strategies to achieve this target include:

Teacher professional development in the Quality Teaching Framework.

Use of the Accelerated Literacy (A.L.) teaching sequence in Stage 3 to give students access to literate discourse through intense engagement with age appropriate literary texts.

Reorganise the literacy resources into four clusters of text types; describing texts, persuading texts, recording information and telling/retelling texts focusing on what language features can be taught through the text.

Identify all students at risk of not achieving expected growth in literacy and develop individual plans.

Our success will be measured by:

Evidence of emphasis on the Intellectual Quality dimension in Literacy sessions and teaching and learning programs.

Data obtained from running records to test accuracy rate (90%) for pre and post study of novels.

Use of Writing rubrics for student assessment focusing on student control of text features.

Individual learning plans are developed and data gathered through pre and post assessments demonstrates growth in identified areas of need.
Target 2  
**To improve student outcomes in Creative and Practical Arts (C.A.P.A.).**

Strategies to achieve this target include:

Teaching Staff participate in Quality Teaching and Assessment professional development with an emphasis on C.A.P.A.

Develop understanding of the use of quality teaching strategies in programming for, and assessment of, student achievement in Visual Arts, Music, Dance and Drama.

Develop students’ language, including ESL and NESB students, to enable them to express their thoughts, feelings and ideas through the creative and practical arts.

Our success will be measured by:

Units of work developed for each stage and centrally located on the network.

Improved student results in talking and listening and creative arts as evidenced in school-based assessment data.

Students demonstrate skills and understandings through a variety of performances and displays both within school and in the wider community.

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: