Maroubra Junction Public School
Annual School Report 2013
**School context**

Maroubra Junction Public School has an excellent reputation for providing quality education in a highly caring and supportive environment. Excellent outcomes for students are achieved by a focus on developing the academic, cultural, physical and social potential of each child.

60% of our students are from a non-English speaking background and we have two community language programs, Greek and Chinese. We have an active school council and P&C, a strong focus on student leadership, a very supportive community and highly dedicated staff.

**Principal’s message**

I greatly enjoyed my second year at Maroubra Junction Public School. There is a great sense of community within the school with staff and parents working well together in the best interests of children.

Most significantly, in 2013 we celebrated our centenary, a milestone that provided an opportunity for the school community, past and present, to reflect on a century of educational achievement and on the thousands of students, staff and parents who contributed to them.

Academically, our students continue to achieve excellent results with NAPLAN and other assessments documenting above average achievement of stage outcomes across key learning areas. We have continued to work hard to ensure greater differentiation in teaching and learning programs and to provide high quality learning and support programs.

Our much publicised Home Learning Policy was fully implemented in 2013.

In recognition that it is the quality of our teaching that contributes most to better outcomes for our students, we continued our strong focus on teacher professional learning with particular emphasis on sharing skills and knowledge through team teaching and cooperative planning and assessment.

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.

Garrie Russell, Principal

**School Council message**

The Maroubra Junction PS School Council comprised the principal, four parent representatives, two staff representatives, one community representative and one P&C representative in 2013. We met regularly throughout the year to consider and develop school aims and policies, promote strong and effective relationships with the local community and promote the school in the wider community.

In 2013, the School Council worked closely with school executive and staff to achieve our aims and help support the overall governance and direction of the school. We endorsed an updated strategic plan and carried out an evaluation on the Home Learning Policy. We assisted in the development of and endorsed the new Student Behaviour Policy. The council also discussed changes to the Kiss and Go zone at pick up, new DEC school management systems and the use of mobile devices (iPads) in the classroom. We provided parent representation on the Enrolment Placement Panel, formed to review and prioritise enrolment applications and where demand for non-local places exceeds availability.

The School Council sincerely thanks Joan Williamson, a community member, for her outstanding commitment and contributions over the past 22 years. Joan has served on the School Council since its inception in 1991, initially as a staff representative. In future, the council will engage community representation as required to support current school strategic directions and programs.

It has been an honour to be School Council President in 2013 and the Council looks forward to another productive year in 2014.

Lisa Kee, School Council President
P & C message

What a year to be President of the P&C, the year our school celebrated its centenary.

Our primary objective as a P&C executive was to build on the sense of community here at Maroubra Junction Public School and provide increased opportunity for parents to be actively involved with the school.

The development of committees was designed for this specific purpose; to give more parents a voice and opportunity to contribute. I think we achieved this and I thank the Communications Committee for their amazing work this year in developing a P&C logo, P&C website and a survey to give parents the opportunity for input into future P&C activities and direction.

The Fundraising and Events Committee has also worked tirelessly this year to produce events throughout the year; some for fundraising, others purely for fun. Community events included Tea and Tissues for kindy parents, the Welcome Barbecue and Grandparents Day. Events that involved fundraising included Mothers’ and Fathers’ Day Stalls, the Election Day Barbecue, Discos, Easter Raffle, the Walkathon and the Centenary Fun Day. Altogether our fundraising totaled more than $60,000 which is a fantastic effort. The Centenary Fun Day really was the culmination of a year’s worth of effort to include as many parents as possible in P&C events and was a wonderful success.

Due to the fundraising efforts of parents and the community, we have provided the school with the following this financial year:

- A set of laptop computers (2012)
- New home readers
- Extension maths groups teacher
- A storage container and storage shed
- Playground equipment (in progress)
- The ongoing equity fund

We have also made a first donation towards the purchase of artificial grass to ensure better use of playground space.

Once again the P&C has run the Uniform Shop this year and has delivered profits of approximately $22,000 to our school.

I very much enjoyed my first year as president of the P&C and sincerely thank other members of the executive for their incredibly hard work and commitment to our school.

Caroline Rowland, P&C President

The fabulous and dedicated Maroubra Junction P&C in action for our Centenary.
Student information

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

Student enrolment profile

![Enrolments graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>279</td>
<td>279</td>
<td>284</td>
<td>290</td>
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<td>277</td>
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<td>289</td>
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Student attendance profile

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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
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<td>95.4</td>
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<td>95.3</td>
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<td>95.7</td>
<td>95.3</td>
<td>94.6</td>
<td>94.6</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular attendance at school is strongly encouraged with a range of strategies used to monitor and follow up on student absences.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Community Languages Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>37.1</td>
</tr>
</tbody>
</table>

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

There are three indigenous teachers at the school. The school also employs four part-time School Learning Support Officers to assist teachers in the classroom, particularly with students with a disability.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
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</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>
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<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>134609.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>340439.27</td>
</tr>
<tr>
<td>Interest</td>
<td>15001.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26982.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1308249.86</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 68544.48
  - Excursions: 55340.55
  - Extracurricular dissections: 171751.17
- Library: 317
- Training & development: 836.38
- Tied funds: 159286.62
- Casual relief teachers: 86237.06
- Administration & office: 114200.05
- School-operated canteen: 0.00
- Utilities: 51899.48
- Maintenance: 45671.31
- Trust accounts: 36266.14
- Capital programs: 0.00

Total expenditure: 790350.24

Balance carried forward: 517899.62

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

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

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

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

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

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au), enter Maroubra Junction Public School in the Find a school area. Select GO to access the school data.

NAPLAN Year 3 - Literacy

![NAPLAN Year 3 Reading Chart](chart.png)
As expected, our Year 3 students continued to perform well above state averages in all areas of literacy and numeracy.

**NAPLAN Year 3 - Numeracy**
NAPLAN Year 5 - Literacy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Writing
As expected, our Year 5 students continued to perform well above state averages in all areas of literacy and numeracy.

Further Analysis of NAPLAN

It is particularly pleasing to note that strategies aimed at improving student growth data from Year 3 to Year 5 appear to be working well.

The blue column above shows that the downward trend in student growth data in 2010-12 has been reversed in 2011-13 with most noticeable improvement noted in numeracy and spelling.

Sport

Maroubra Junction Public School had a successful year in sport. The school had a high participation rate in the Primary Schools Sport Association (PSSA) competitions on Friday during summer and winter. All students displayed excellent team spirit and commitment by training weekly with teachers who volunteered to act as a coach.

Students in Years 3 – 6 who were not members of PSSA teams were provided opportunities for non-competitive skill based sport by participating in swimming, tennis, ten-pin bowling, kickfit, basketball, Oz-tag, table tennis and Newcombe Ball.

At PSSA this year, Maroubra Junction students achieved great results across the competitions with 2 senior teams awarded joint winner of the zone competition. The senior boys’ rugby league (blue) team and the senior soccer (red) team were joint winners with South Coogee PS.

An impressive number of our students were selected to compete at zone, regional and state level in several major sports including soccer, rugby league, tennis, basketball, cricket and touch football. One student advanced to the regional level in boys’ soccer and another student advanced to the regional level in girls’ soccer and then progressed to the state team.

At the three major Eastern Suburbs PSSA Zone carnivals, Maroubra Junction performed strongly. In swimming, the school placed first at the zone carnival with 14 students representing at regional level and four students representing at a state level.

In athletics, the school placed third at the zone carnival with 12 students representing at regional level and one student representing at state level.

In cross country, the school placed third at the zone carnival with ten students representing at regional level and one student representing at state level.

In 2013, Maroubra Junction Public School participated in many local gala days. The AFL team progressed to the Regional Paul Kelly Cup finals after finishing second in the zone competition and the junior boys’ rugby union
team finished a close second in the Randwick Rugby Club competition.

The Annual Maroubra Fun Run is a wonderful community event held in October. Many dedicated students from Kindergarten to Year 6 enjoyed competing in the 4km Primary Schools Team event. The school was crowned the winners of the event for the second year in a row.

A weekly Physical Education program was run in all classes K-6. All children in Year 2 and many other non-swimmers participated in a two week intensive swimming program.

**The Arts**

In 2013, Maroubra Junction PS offered students the opportunity to participate in creative arts, bands, choirs, and dance groups.

As part of the school’s centenary anniversary in 2013, the school held an Art Exhibition. The exhibition displayed over 600 pieces of student work. The students’ work was inspired by their connection to the Maroubra community and the art pieces focused on celebrating the school’s past, present and future. The works included painting, printing, collage, sculptures and photography.

The K-2 and primary choirs sang as a joint choir for the school centenary celebration, performed at school assemblies and special events such as Grandparents Day. The primary choir also participated in the Music Count Us In program and auditioned to be part of the Primary Choral Music Festival choir at the Sydney Opera house.

Our dance groups continue to grow each year. In 2013, we had a junior and senior dance group consisting of 27 students each. Both groups performed at Showcase, performing a contemporary dance routine to a packed audience at South Sydney Juniors. The whole school participated in the Dance2BFit program in Term 3 in preparation for each stage performing a dance item at the school centenary celebrations.

The School Band had very successful year under the guidance of Phil Molloy, Jane-Marie Talese, Heidi Wilson and the fabulous tutors of Directions in Music. The senior band achieved a gold medal in the Yamaha Band Competition and performed throughout the year at school events and band concerts including the Big Band Bash at Daceyville Public school. We would like to thank Phil Molloy and his wonderful staff for their outstanding dedication to our School Band. We also thank our amazing parents who support their children with their practice at home, and make sure their children are at before and after school band practices.

As part of our whole-school music education program, all students K-6 participated in the Musica Viva Composer in the Classroom program. All classes composed different styles of music with the support of professional composers and musicians.
Technology

In 2013, Maroubra Junction Public School continued to strive towards the successful integration of technology into a range of learning outcomes across the curriculum.

With the assistance of the school’s P&C and through our DET T4L program another class set of student laptops were obtained. 30 iPads were also purchased. Staff engaged in discussions regarding the pedagogy surrounding iPad technology and begun trialing how iPads can be used as a creative tool to enhance teaching and learning programs.

Several classes have continued being users of online learning tools through BlogEd; online class blogs and Wiki Spaces. Students used the blogs to communicate with each other and their teacher, publish work and discuss ideas.

Mathletics and Reading Eggs web based programs were used from Kindergarten to Year 6 to support mathematics and literacy learning in the classroom. Bugclub software and books were used to support literacy learning in Kindergarten to Year 2.

The school migrated to the new eT4L server to allow for improved management of computers within the school, easier deployment of software and improved storage space for staff and students.

The school implemented a new smartphone app to help improve communication with the parent community. The application keeps parents up to date with term activities in the calendar section, allows access to the weekly newsletters and receives instant notifications about special events.

Maroubra Junction staff continued to benefit from a digital management system for welfare, daily roll marking procedures, and student reporting to allow staff to have easy access to updated information relating to each student as they progress through the school.

Significant programs and initiatives

Aboriginal education

Two of our students had the opportunity to represent Maroubra Junction Public School at the Yarn Up program which is an initiative of Sydney Region Aboriginal Education. It involved Stage 3 Aboriginal students and aimed to encourage them to participate actively in public speaking. The students attended several workshops throughout Term 2 and 3. At the final event in August, which was held at NSW Parliament House, students were required to present a short speech to their peers, teachers, family and community members.

Aboriginal Student Engagement Plans were managed by class teachers in consultation with in-school Aboriginal Education contacts. Staff was supportive of high expectations for our Aboriginal students.

The school celebrated NAIDOC Week and recognised Sorry Day. Students enjoyed a performance from the Beatty Clan Crew where students participated in songs and dances focusing on Australia’s unique native animals and Torres Strait play dances. They also learnt about Aboriginal and Torres Strait Islander culture through explanations of the instruments, costumes and various artefacts.

Multicultural education

Throughout the year, the school actively promoted Multicultural Education through a number of learning programs and events.

Students from K-6 participated in Harmony Day celebrations where students were involved in activities aimed to promote cultural appreciation and acceptance of racial difference.

We had several students who represented the school at the Multicultural Perspectives Public Speaking competition where they spoke on a range of topics that aimed to heighten the awareness of multicultural issues.

Multicultural perspectives were incorporated into a number of key learning areas. In literacy, Aboriginal and multicultural literature were studied. Some class novels and picture books explored themes that focused on the treatment of refugees and migration. In HSIE, students participated in unit of works which aimed to value diversity and draw attention to the
different cultural communities within Australia. Other units of work investigated early Australia and the examined the impact significant historical events such as the Goldrush, had on different cultural groups.

The English as a Second Language (ESL) program has continued to provide support to learning programs for students who speak a language other than English at home. Professional learning for staff focused on ensuring all teachers have an understanding of ESL pedagogies and opportunities for collaborative planning and team teaching ensured that these were implemented in classrooms.

The use of interpreters to engage non-English speaking parents was encouraged and supported. Information sessions for non-English speaking parents were held with the aid of an interpreter.

School planning and evaluation
2012—2014

Strategic Direction 1
Consistent, high quality teaching practices to ensure equity of access to curriculum and opportunities for students to achieve their potential.

Outcomes from 2012–2014
Learning for all students is based on high quality educational delivery that provides authentic curriculum differentiation and consistent, highly collaborative and shared professional practice.

Evidence of progress towards outcomes in 2013:
- Staff focused on Accelerated Literacy and ESL pedagogy to ensure greater opportunities for curriculum differentiation.
- Staff timetables, team structures and professional learning structured to ensure shared knowledge, skills and practices.

Strategies to achieve these outcomes in 2014
- Strong focus on quality pedagogy in English with a focus on reading comprehension and building vocabulary and field knowledge.
- Implement student centred, hands on approach to mathematics learning.
- Evaluate current performing and visual arts programs and development of school wide approach.

School priority 2
Provision of a supportive, child centred learning environment that ensures independence, creativity and the formation of quality relationships

Outcomes from 2012–2014
Student welfare practices are consistently focused on building the capacity of each child to take greater responsibility for managing their own sense of well-being.

Evidence of progress towards outcomes in 2013:
- Reviewed current student welfare practices in behavior management, student leadership and resilience.
- Reviewed current playground use and impact on student welfare. Clear guidelines and expectations developed as a result.
- Parents and students participated in surveys relating to improving student welfare practices.

Strategies to achieve these outcomes in 2014:
- Review current approaches to rewarding students and acknowledging student achievement.
- Continue staff, parent and student involvement in improving student welfare practices.
School priority 3
A highly participative and collaborative school culture that values all members of the school community.

Outcomes from 2012–2014
The culture of the school ensures that there is a shared understanding of the beliefs and priorities that drive the thinking and actions of school community members.

Evidence of progress towards outcomes in 2013:
- Parents and staff evaluated current communication strategies and an app was developed linking home and school.
- Engaged with different cultures in the school, enhanced by scheduling termly parent meetings with interpreting services.
- Engaged with new school P&C and School Council in ensuring high quality representation of parent and community views.

Strategies to achieve these outcomes in 2014:
- Continue work with forming partnerships with cultural groups across the school. Expand parent meetings to include students and interpreting.
- New administrative systems being used effectively.
- Ensure all staff have developed skills to make the best of new technology based school administrative systems.

Professional learning
Professional learning is a high priority at Maroubra Junction Public School for both teaching and non-teaching staff. Professional learning is linked to school strategic directions, ensuring that staff and leader learning targets areas of identified student need.

The staff at Maroubra Junction PS learn together, providing opportunities to develop shared understandings that are built into collaboratively developed programs. Staff work in teams within and beyond the classroom, sharing skills and knowledge and taking shared responsibility for catering for student learning needs.

In 2013, key focus areas for professional learning were:
- Curriculum differentiation
- ESL pedagogy
- Preparation for implementation of the new English K-10 curriculum
- Student welfare

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the new Home Learning Policy.
Their responses are presented below.

Program evaluations
Background
The school council endorsed a new Home Learning Policy that was implemented from the beginning of 2013. Expectations about homework in our school community vary greatly. Current research regarding the value of homework is inconclusive and our school therefore developed the policy in consultation with the parent community.

The school believes:
- Reading at home to and with adults, and/or independently, is an essential part of each child’s learning development;
- Homework that is set out of context or causes stress on families may have a negative influence on a child’s attitude towards learning and should be avoided;
• Home learning tasks or experiences that are diverse, closely related to current class work and inclusive of a range of after-school activities already being carried out by students is more likely to be beneficial; and,

• Home learning should take into account the demands of contemporary family life and parents should have the choice of opting out of homework for their child if they believe it is not beneficial to the child or they feel it is having a negative impact on the child’s attitude towards learning. If parents make this choice on behalf of their child, there will be no negative consequence imposed by the school.

Findings and conclusions

Regarding engagement with homework, the following percentage of families decided to:

Opt out of homework completely 2%
Do parts of the homework 30%
Complete all required homework 68%

76% of families indicated that they had found the policy to be a positive change and 50% of families reported that the policy had reduced stress levels in their household. 34% reported no change in stress levels.

Parents liked the variety of homework, the optional tasks, having homework over a two week period (primary only), a sense of empowerment for parents and students, the appropriateness of homework and the reduced pressure on families.

Negative comments from parents included uncertainty on how best to assist children, inconsistency in amount of homework provided between grades, confusion over the term “optional”, homework not being checked by the teacher at times, the concept of “home learning”.

Future directions

Results of the survey were reported back to teaching staff. There was agreement to look more closely at consistency of what was provided across stage teams, ensure home learning tasks are marked consistently and continue to advocate the agreed school beliefs on learning outside of school hours.

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.

Garrie Russell, Principal
Caroline Rowland, P&C President
Lisa Kee, School Council President
Catherine Byrne, Assistant principal
Allisa McCormack, Teacher
Bryan Hesketh, Parent
Kelly Robinson, Parent
Deanne Goldschmidt, Parent

School contact information
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Storey Street, Maroubra NSW 2035
Ph: 9349 8333
Email: maroubrajn-p.School@det.nsw.edu.au

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