Our school at a glance

Students

Maroubra Junction Public School is highly regarded in the community and enrolments have grown steadily in recent years. The 570 students at the school come from diverse ethnic origins with 64% of students from language backgrounds other than English.

Staff

The school’s highly committed and professional teaching and non-teaching staff work together to provide the best possible learning environment for all students.

Teaching staff vary from highly experienced to early career teachers and represent a wide diversity and depth of skills and knowledge.

All teachers meet the professional requirements for teaching in NSW public schools and participate in a range of professional learning activities every year.

Significant programs and initiatives

In 2012, the school continued its focus on strengthening literacy achievement with an emphasis on linking reading to writing. Strategies to promote the teaching of English as a Second Language (ESL) were incorporated into all classrooms and all staff trained in Accelerated Literacy. Greater access to technology was provided with the installation of a wireless network and class sets of laptop computers.

Student achievement in 2012

Students at Maroubra Junction Public School continue to achieve high level outcomes academically, in the creative arts and on the sporting field. They also participate in a wide range of extra-curricular activities.

Messages

Principal’s message

I have greatly enjoyed my first 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.

Academically, our students continue to achieve very good results with NAPLAN and other assessments documenting above average achievement of stage outcomes across key learning areas. We have worked particularly hard this year to ensure greater differentiation in teaching and learning programs with a view to gaining higher levels of growth in student achievement from one stage to the next.

Our school placed second in all three PSSA zone carnivals resulting in strong representation at regional level. Sport continues to be a strong focus with numerous opportunities for students to develop their skills and experience a range of sporting activities.

The creative arts program culminated in a fabulous school concert. With a theme of A Night at the Oscars, the children sang, danced and wore elaborate costumes, and it was clear that every child in the school performed proudly.

In 2012, the Ethics program was extended to include stage two as an option for students who were non-scripture attenders.

School Learning and Support Team practices were formally evaluated and new policy and procedures were documented and implemented.

There was a big focus on improving the schools gardens and play areas. A new performing space was created, gardens were refurbished and playing fields improved.
A new Home Learning Policy was developed and trialed and will be fully implemented in 2013.

There was a major focus this year on professional learning with particular emphasis on sharing skills and knowledge. Support was provided to ensure opportunities for staff to work more collaboratively.

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/areas for development.

Garrie Russell, Principal

P & C Report

2012 was a highly successful year for our P&C in many different ways. We made a concerted effort to streamline how our P&C is run, setting up a gmail account and a designated P&C mobile number.

We held a variety of events and achieved record results for our traditional fundraisers such as the Mothers' and Fathers' Day stalls. We have been able to give a record amount of money to the school which is the point of our fundraising. This year, we funded the refurbishment of the library, two full class sets of student laptops, more readers to supplement those purchased by us last year, a ride on lawn mower, the mathematics extension program, funding for Gifted & Talented programs, and something that we all should be particularly proud of - an equity fund to be used by the school to help disadvantaged students gain access to extra-curricular activities.

As well as raising funds, we are charged with the task of building a sense of community within our school. This need is well met by our P&C - from our Welcome Barbecue for new families at the start of the year through to school discos and events such as the Mothers' Day Song & Scone. This year, we provided the morning tea for Grandparents' Day and, as is tradition, ice blocks for all our K-2 students at their annual Sports Day. We held a working bee to make a start on our landscaping plan. In reality, all of our fundraising activities serve the dual purpose of both fundraising and community building.

We have continued to ensure the teaching of Ethics in place of School Religious Education is safely enshrined in legislation and we have provided support on a larger scale regarding funding cuts.

We continued the Class Parent system and made a deliberate decision to try and use different parents for these roles this year in order to involve a wider group of parents. Also along this line, we set up several committees to organise and run various events - the most notable of these being this year's fabulous Trivia Night. Special thanks to Caroline Rowland and her 'librarians' for a fantastic evening.

Our uniform shop is wholly P&C run and I would like to thank Lisa Bamford, our coordinator, for all her hard work and effort over the last year. It is a huge job and all Lisa's time is given voluntarily.

To all those parents who helped out, whether at a single event or many, to all the Class Parents, and to all those who supported our fundraisers, my sincere thanks. The success of any P&C is due to the support of the wider parent community and our successes are something to be proud of.

I want to thank the staff - both teachers and support staff alike - as without the support of the school, P&C associations can achieve very little. I do hope that, in some measure, we have made Garrie Russell’s first year as principal at Maroubra Junction a little easier.

Finally, my hugest thanks must go to the wonderful executive committee - Doreen, Cathy, Lisa and Mai. They have made this year so much easier for me and, without their tireless efforts, this year would not have been the fabulous success that it was.

Justine Jennings, P&C President
School Council Report

The MJPS School Council is comprised of the principal, four parent representatives, two staff representatives, two community representatives and one P&C representative. We meet regularly throughout the year to consider and develop school aims and policies, promote strong and effective relationships with the local community, and enhance the school’s positive image.

2012 was a very busy year for the council. We worked closely with the executive, staff and our community members to achieve our aims and help support the overall governance and direction of our wonderful school. We provided parent representation on four selection panels this year, choosing a new deputy principal, two assistant principals and a classroom teacher. We revised the School Council Constitution and introduced new guidelines to manage the election and tenure of council members. We developed and endorsed new policies for home learning, enrolment, and advertising in the school newsletter. We endorsed a new three year strategic plan and carried out evaluations in preparation for planning for 2013.

It has been an absolute pleasure to be the School Council President in 2011 and 2012. As my tenure on the council has now come to end, I would like to thank all of the school executive, staff, P&C, parent and community representatives I have worked with on council for their commitment and support. I wish the School Council well in 2013 and I look forward to another fantastic year at MJPS in 2013.

Julie Noonan, School Council President

Spark Reading

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

Student enrolments have steadily risen in recent years and this trend is likely to continue due to the school’s excellent reputation and the growth in apartment construction in the area.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>279</td>
<td>279</td>
<td>284</td>
<td>290</td>
<td>289</td>
</tr>
<tr>
<td>Female</td>
<td>267</td>
<td>269</td>
<td>263</td>
<td>277</td>
<td>281</td>
</tr>
<tr>
<td>Total</td>
<td>546</td>
<td>548</td>
<td>547</td>
<td>567</td>
<td>570</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates continue to be above the state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.2</td>
<td>96.1</td>
<td>96.0</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>94.9</td>
<td>94.9</td>
<td>94.6</td>
</tr>
<tr>
<td>2</td>
<td>95.3</td>
<td>94.6</td>
<td>94.6</td>
<td>94.7</td>
</tr>
<tr>
<td>3</td>
<td>96.0</td>
<td>96.1</td>
<td>96.1</td>
<td>93.5</td>
</tr>
<tr>
<td>4</td>
<td>97.4</td>
<td>96.1</td>
<td>95.4</td>
<td>94.8</td>
</tr>
<tr>
<td>5</td>
<td>94.8</td>
<td>97.4</td>
<td>95.8</td>
<td>95.8</td>
</tr>
<tr>
<td>6</td>
<td>94.4</td>
<td>94.2</td>
<td>94.7</td>
<td>94.5</td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.6</td>
<td>95.3</td>
<td>94.6</td>
</tr>
</tbody>
</table>
Management of non-attendance

The school uses Web Attend software to record and monitor student attendance. When attendance is a concern, meetings are conducted with parents to develop attendance plans and Home School Liaison Officer involvement is sought if required.

Class sizes

The following table shows our class sizes as reported at the 2012 Class Size Audit. In 2012, the school formed 23 classes which included five composite classes.

Structure of classes

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Class Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KLG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1SP</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1Z</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2V</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>11</td>
<td></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>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19.0</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>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>2.0</td>
</tr>
<tr>
<td>Support Teacher - Other</td>
<td>2.05</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37.737</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on indigenous 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>
<td>20</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>443058.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>270815.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>179186.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>315344.09</td>
</tr>
<tr>
<td>Interest</td>
<td>17552.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18168.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1244125.49</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>92780.15</td>
</tr>
<tr>
<td>Excursions</td>
<td>41724.76</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>160946.63</td>
</tr>
<tr>
<td>Library</td>
<td>7333.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>16560.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>103579.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>81747.47</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>86850.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48273.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42059.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>16264.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13369.05</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>711489.09</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>532636.40</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts
The arts continue to be a focus at our school.

A highlight this year was the school concert where every student performed to a packed audience at the Clancy Auditorium.

The school band had another very successful year under the guidance of John Dunstan and Cathy Fox. The senior band achieved a silver medal in the Yamaha Band Competition and performed throughout the year at school events and band concerts. We sadly bid farewell to John and Cathy at the end of the year after a long and highly successful association with the band. They were acknowledged and thanked by students, staff and parents for their wonderful contribution.

A Year 2 recorder group was established this year with the focus of introducing young students to a musical instrument and, hopefully, building interest in joining the band in Year 3. The recorder group performed at various functions throughout the year.

Two amazing dance groups performed at Showcase this year and the whole school participated in the much loved Dance2BFit program. A male aboriginal dancer performed for stage 3 students and spoke to them about his career in dance.

The K-2 and primary choirs performed at school assemblies, special events and St Edmund’s Anglican Church during Education Week. Singing remains a much loved daily activity in classrooms.

The whole school participated in the Composer in the Classroom program which brings professional composers and musicians, quite literally, into the classroom.

Sport

In swimming, the school placed second at the zone carnival with 14 students representing at regional level.

In athletics, the school placed second at the zone carnival with 7 students representing at regional level.

In cross country, the school placed second at the zone carnival with 6 students representing at regional level. Other sports where children represented the school and the zone at regional level were tennis (2) and soccer (2).

One student represented at state level in soccer and one student represented at national level in Futsal.

All children in Year 2 and many other non-swimmers participated in a two week intensive swimming program. Other sports offered on Fridays included swimming, rugby league, tennis, ten-pin bowling, kickfit, netball, soccer, basketball, AFL, Oz-tag, table tennis, gymnastics and volleyball.
Other
This year, about thirty children joined the chess club that met on Tuesday mornings for chess lessons. Two teams represented the school in the inter-school chess competition.

Following attendance at a one day debating workshop, our school entered two teams in the area debating competition. Both our Year 5 and Year 6 team finished second in their group, an excellent result.

The school participated in the Bondi District Public Speaking Competition. Four students represented our school, one from each stage. Four students participated in the Multicultural Public Speaking Competition for Years 3-6. Two students were highly commended and went on to regional level.

Seven students from Years 4-6 participated in the regional Tournament of Minds competition. Gifted and Talented programs operated in writing and technology.

One student competed in the YARN UP Aboriginal public speaking competition at State Parliament House.

Our school participated in the Premier’s Challenges in Reading, Spelling and sport. Twelve children participated in the Spark Reading Program, a highly valued community service event provided by MLC.

Our school very proudly won the Maroubra Fun Run for the first time (see photo below).

Academic
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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal education
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. We invited guest speakers and performers to whole-school and grade level assemblies. We celebrated NAIDOC Week and recognised Sorry Day.

Multicultural education
Nearly two thirds of all students are from a language background other than English (LBOTE). Over 200 students are learning English as a Second Language (ESL) and speak another language at home.

Professional learning 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 & Communication Technologies
In 2012, the school continued to focus on the integration of information and communication technologies (ICT) in teaching and learning programs.

A new technology scope and sequence was developed in consultation with the whole staff. Staff and students utilised the connected classroom equipment to engage in virtual excursions.

Class blogs were developed by some classes. Students use the blogs to communicate with each other and their teacher, publish work and discuss ideas.
Mathletics was used from Kindergarten to Year 6 to support mathematics learning in the classroom and at home and several classes trialled Reading Eggs to support learning in literacy. Bugclub software and books were used to support literacy learning in Kindergarten to Year 2.

A wireless network was installed and two new class sets of student laptops were purchased. A new fileserver was installed and the school’s asset replacement program continued with 10 Windows 7 laptops being purchased. As part of the DEC T4L program, 17 new computers were installed across the school.

Progress on 2012 targets

NAPLAN data for 2011 indicated that the percentages of children who were not achieving minimum or better growth expectations from years three to five are 20% for reading, 36% for spelling, 35% for grammar and punctuation, 27% for numeracy and 55% for writing. In 2012, data will be collected from Best Start and NAPLAN assessments to measure growth from kindergarten to year one and from year three to year five to year seven.

Target 1

Our target was to increase the number of children achieving minimal growth or better in literacy by 20% each year from 2012-14.

Target 2

Our target was to increase the number of children achieving minimal growth or better in numeracy by 20% each year from 2012-14.

Our achievements include:

- Differentiating learning was a focus for professional learning and all class and school teaching and learning programs.
- All teaching staff completed training in Accelerated Literacy.
- The teaching of mathematics was made more practical by reinforcing Count Me In Too and Counting On programs and providing easily accessible classroom resources to support teaching and learning.
- Learning Support Team practices were reviewed and restructured to better support students with a range of additional learning needs and to support teachers in the development of group and individual learning programs.
- ESL strategies were incorporated into all classrooms.

There was some movement towards meeting the three year target but strategies implemented are yet too new to have delivered the outcomes anticipated in the future.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out an evaluation of our school Homework Policy.

Homework

Background

Following the well-publicised release of recent research indicating the questionable value of homework for children in primary school, the School Council conducted a survey to better understand the impact of homework on families and how to improve our approach to learning at home.

Findings

Survey results indicated the following findings:

- Due to work and other commitments, 54% of families do not sit down to do homework until after 6.00pm.
- Almost all children participate in at least one after-school activity. Many do three or more after-school activities. These include sport (70%), dance/music (38%), after school care (40%).
- 77% of parents indicated the need to actively encourage children to do their homework (57% daily).
- 74% of parents indicated that they have to regularly help their children with homework (54% daily).

Future directions

Based on survey results and following extensive consultation with staff and parents, a new Home Learning Policy was developed and a trial was conducted in some grades in term 4.
The resulting policy has the following features:

- **Homework is now referred to as home learning.**
  We strongly emphasise the importance of making learning at school or home a positive experience for children.

- **If parents feel that doing the homework set by teachers is not having a positive impact on their child’s learning or if it is creating stress in the household, they may choose to opt out.**

- **Home learning is structured to ensure it is closely related to current class work; is set in short, manageable tasks; includes optional tasks; values other activities undertaken outside of school; is set over a period that includes a weekend; and, takes into account the busy lives of families in our community.**

- **Parents may also decide to have their child continue to do home learning as it is set or do some tasks that best meet the child’s learning needs, pursue their interests and/or fit in with needs at home.**

- **The policy is intended to be flexible and parents will have the opportunity to manage home learning in a way that best suits the needs of their children.**

The new Home Learning Policy will be fully implemented in term one, 2013.

**Positive findings**
Survey results indicated the following findings:

- **Staff and parents agreed strongly that the school is very student focused.**
- **Staff (100%) and parents (93%) indicated overwhelmingly their sense of pride in the school.**
- **Staff indicated a significant improvement in the level of collaborative planning and decision making in 2012.**
- **Staff (100%) and parents (85%) indicated a high level of satisfaction with leadership in the school.**

**Future directions**
Survey results indicated the following areas for future development:

- **Parents indicated a concern that the school does not always cater well for parents from non-English speaking backgrounds and that the school could cater better for families that are new to the school. Specific strategies for addressing these concerns will be implemented in 2013.**

- **Staff and parents indicated a need to review the ways in which we recognize student achievement. An evaluation of our student welfare policies will be carried out in 2013.**

- **Communication between home and school was seen to have improved in 2012 but there were indications from parents that there is room for further development. Further strategies for improving communication will be discussed in parent forums in 2013.**

**Parent, student, and teacher satisfaction**

**School Culture**

**Background**
Concerns were raised following staff and parent surveys early in 2012 that the school culture could be more collaborative and inclusive and that communication between home and school could be improved.

Following a number of changes that attempted to address some of these concerns, the school council conducted an online survey with staff and parents in term four.

**Professional learning**
There was a major focus this year on professional learning with particular emphasis on sharing skills and knowledge. Support was provided through re-structuring of timetables and allocation of additional hours to ensure opportunities for staff to work more collaboratively.
Major focus areas for professional learning were English, ESL Pedagogy, Mathematics, Learning Support and career development.

**School planning 2012—2014**
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**
**Outcome for 2012–2014**
Consistent, high quality teaching practices to ensure equity of access to curriculum and opportunities for students to achieve their potential.

**2013 strategies to achieve this outcome include:**
- Develop the leadership capabilities of staff participating in project teams through professional learning and appropriate support structures.
- Continue focus on Accelerated Literacy and ESL Pedagogy to ensure greater opportunities for curriculum differentiation and greater equity of access to curriculum.
- Evaluate and further develop learning support team practices.
- Implement a more student-centred, hands-on approach to mathematics and science by engaging in Count Me In Too, Counting On and Primary Connections.
- Ensure easier and more equitable access to teaching and learning resources in mathematics, science and English.
- Provision of team structures, timetabling and professional learning to ensure the development of shared knowledge, skills and teaching practice.
- Evaluation of current performing and visual arts programs and development of a school wide approach.

**School priority 2**
**Outcome for 2012–2014**
Provision of a supportive, child-centred learning environment that encourages independence, creativity and the formation of quality relationships.

**2013 strategies to achieve this outcome include:**
- Review and evaluate current student welfare practices in behaviour management, student leadership, anti-bullying, resilience and restorative practices.
- Review and evaluate current use of the playground and how this contributes to student behaviour, creative play and student relationships.
- Review current approach to Environmental Education and Health programs.
- Parents and students participate in surveys related to improving current student welfare practices.

**School priority 3**
**Outcome for 2012–2014**
A highly participative and collaborative school culture that values all members of the school community.

**2013 strategies to achieve this outcome include:**
- Evaluate current communication strategies between home and school and make appropriate changes.
- Evaluate current links to the NESB community and make appropriate recommendations for how these might be enhanced.
- Engage with new P & C and school council executive/s to ensure they are able to provide high quality representation of parent and community views.
- There is a shared understanding of the school's beliefs and priorities.
About this report

In preparing this report, staff and the School Council have gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. Targets have been determined for the school’s future development. Members of the School Council are:

Garrie Russell, Principal
Julie Noonan, School Council President
Justine Jennings, P&C President
Catherine Byrne, Assistant Principal
Allisa McCormack, Teacher
Elke Smart, Teacher
Bryan Hesketh, Parent
Deanne Goldschmidt, Parent
Louise Kelly, Parent

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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: