Maroubra Junction PS
Annual School Report

2011
Our school at a glance

Maroubra Junction Public School is an energetic school that actively promotes a love of learning, celebrates achievements and effort and develops a strong sense of values and community pride. The school provides a quality learning environment which recognises students as individuals in academic, cultural and sporting areas.

Students

Maroubra Junction Public School’s reputation has seen enrolments continue to increase. The 567 students at the school are enthusiastic learners who strive to do their best and display the school’s core values. Sixty-four percent of students are from language backgrounds other than English.

Staff

The school’s dedicated teaching and non-teaching staff work together to ensure the best learning environment for all students.

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

Significant programs and initiatives

In 2011 the school continued its focus on strengthening literacy and numeracy achievement and implementing connected learning. Additionally, the school’s core values of acceptance, cooperation, friendliness, integrity, leadership, learning, respect and support, underpin all that we do and there is a focus on ‘Live Life Well’, building fit and healthy individuals.

Messages

Principal’s message

I am delighted to be a part of the Maroubra Junction Public School community. I am proud of the students’ achievements and the sense of community within the school. Throughout this report you will see that the school continues to thrive across all areas and continues to provide an example of the strength and quality of NSW public schools.

Academically, our students achieved excellent results in NAPLAN and the Australasian Competitions in English, Mathematics, Spelling, Writing, Science and Computer Skills with a number of students being awarded Certificates of Credit, Distinction and High Distinction.

Our sporting prowess was demonstrated with second place in all three PSSA zone carnivals and strong representation at regional level. This year students in Years 2-6 participated in the Premier’s Sporting Challenge which further supported the school’s commitment to developing fit and healthy students.

The school continues to offer a broad curriculum and provide opportunities for students to engage in a variety of activities including: chess, debating, public speaking, band, choir, art and writing competitions.

The creative arts program culminated in the Art Show where all 567 students exhibited at least one piece of art. The Senior Band, Junior Choir and Showcase Dance Group entertained guests on what was a fabulous night of student artistic talent.

In 2011, we were one of the first schools to introduce Ethics as an option for Stage 3 students attending Non-Scripture class. I would like to thank Julie Noonan and Lorena Uriarte for their efforts to implement the program.
In 2011, the Garden Plan was developed. This plan will rejuvenate the school grounds through the planting of species indigenous to the area. Thank you to Brenda Goldschmidt who developed the plan. Planting will commence in March 2012.

A partnership with the Australian Business Community Network saw the school participate in the SPARK Reading Program where students were mentored by staff from MLC. The program also provided volunteers who worked in the school gardens as part of Deloitte’s Impact Day.

This year was also sad on occasion as a number of staff who have been a part of the Maroubra Junction Public School community for a long time retired. Mr Tony Hill (General Assistant), Mrs Agnes Adler (School Administrative Manager), Mr Sol Solomon (Assistant Principal) and of course the amazing Mr Tony Murray (Principal) all said goodbye this year. We do miss them and I would like to acknowledge the vast amount of work they did and the amazing contributions they made during their time at Maroubra Junction Public School.

Our success rests on the work of a highly skilled team of executive, teaching, administrative and support staff who are to be commended for their dedication to catering for the needs of all students. Our active parent community has worked to enhance school programs and resources and I extend thanks to them for their ongoing commitment to our students.

I thank our students, staff and parents for their support and participation in our school in 2011 and 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.

Joann Sayers (Acting Principal)

P & C message

2011 has been a very successful year for the P&C at Maroubra Junction Public School. Our P&C has a long tradition of working in close collaboration with the school to provide the best possible support for our school community. The three main goals of any P&C are to provide financial support, to provide social opportunities for the school community and to facilitate an open relationship between our school and our parents – these goals are all fulfilled to the utmost by our P&C.

Each year we fundraise retrospectively. At the start of the school year, we unanimously voted to support the school in the purchasing of new literacy resources across all Stages ($30 000), to begin a garden program through both maintenance and plantings ($5 000) and to continue the extension mathematics program ($3 000).

The executive committee made a decision to try and keep the number of fundraisers to a minimum this year, due to the increasing costs that most families are facing. Despite this, we were still able to successfully reach our fundraising target. We achieved this by running several new fundraisers which did not directly have a financial impact upon our own community – a Market Day was held, and we were also able to hold a BBQ and cake stall during the state election earlier this year.

We did continue our traditional events, which serve the dual purpose of both fundraising and community building. These include two school discos, our Mothers’ and Fathers’ Day morning teas and stalls, and cakes stalls. Our P&C organised a BBQ, sushi and ice cream for the Art Show, which again made for a lovely family night out and still provided us with an opportunity to meet our fundraising goal. We also continued to hold a Welcome BBQ for all new families to our school, which is fully funded by the P&C.

Our P&C continued the work of previous committees in terms of sustainability – we have been virtually ‘paperless’ this year, with all agendas and minutes being emailed out to our members. We made use of the SmartBoards for...
meetings. We have endeavoured to be more accessible to all our parents, by continuing the Class Parent system, and by ensuring that meeting agendas were published in the school newsletters prior to our monthly meetings. The P&C newsletter column also contained relevant information for all our families.

Maroubra Junction Public School (MJPS) P&C is proud of our Uniform Shop, which is run very professionally by one of our parents and a tireless group of volunteers. The Uniform Shop is open on two days per week, with orders also being filled almost daily. The shop also opened during our Kindergarten orientation mornings in Term 4. Our coordinator does a truly amazing job keeping our uniform costs down, as well as ensuring that our community is happy with all aspects of our uniform (including the sourcing of items from local suppliers). All profits go straight towards our fundraising for the year. Our coordinator was made a Life Member of the P&C at this year’s AGM in recognition of her longstanding commitment to running the shop.

As president, I am proud of the efforts we have made this year in order to fulfill the role that we are bound to. The Executive Committee worked as a cohesive group and was able to support one another and the school community. Our P&C has a good working relationship with our school, which is essential for any venture to be successful. Our school has a positive vibe about it, and this is in part due to the efforts of all those parents who volunteer their time to run our P&C events. I would like to give my heartfelt thanks to everyone (staff, parents and students) who have helped out in any way this year – and to ask that you continue to support our school and our P&C in a positive, productive way in the future.

Justine Jennings, P & C President

School Council message

The MJPS School Council comprises 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 the school’s policies, directions and aims, promote strong and effective relationships between our school and the local community, and enhance the school’s positive image.

In 2011 the School Council liaised closely with the executive, staff and our community members to achieve its aims and help support the overall governance and direction of our wonderful school. As our Principal, Mr Murray, was retiring during the year we considered the processes available for staff appointments generally and for the appointment of executive staff members. We also discussed the format for future Year 6 farewells, the school’s Anti-Bullying Policy and the impacts of cyber-bullying and we commenced planning for the school’s centenary celebrations in 2013.

During the year Council also called a special general meeting to amend our Constitution to have meetings once per school term.

It has been a pleasure to be the School Council President in 2011 and the Council looks forward to another fantastic year at MJPS in 2012.

Julie Noonan, School Council President

Student representative’s message

My name is Tazmann Empacher and I am the male school captain for 2011. MJPS has helped me throughout my primary school education in both the educational and sporting side that it offers to all students.

2011 has been as successful a year as any that I have spent here, with a wide range of academic opportunities and extra-curricular activities on offer. In my time at MJPS, I have represented the school in almost all of the sports that it has to offer: AFL, swimming, rugby league, athletics, rugby union and many more and the best thing is, that I’m not the only one. There are heaps of kids who have represented the school and we have some of the most competitive teams not only in sport but also in competitions such as
Tournament of Minds, Public Speaking, Debating and other groups.

For me, this school has meant a fun, safe and educational place where I can learn and progress. My offer for a place at a selective high school is proof of that. I hope that it will be the same for those who are newest to our school in 2012 and beyond.

Tazmann Empacher, School Captain

MJPS is a second home for all its students. Our amazing school is full of well-rounded individuals that come together to form an amazing, inspiring group of students and teachers.

As school captains this year we have enjoyed the role and know that whoever takes over the position will make the school proud. After seven years at the school we have been part of almost everything the school has to offer from sports, camps and public speaking and been bright students that want to come to school every day (well most days).

Finally though, all great things must come to an end and we must sadly say goodbye to our amazing experiences and move towards bigger things in life - even if they aren’t as wonderful as being at Maroubra Junction.

Belinda Terry, School Captain

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**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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>286</td>
<td>279</td>
<td>279</td>
<td>284</td>
<td>290</td>
</tr>
<tr>
<td>Female</td>
<td>264</td>
<td>267</td>
<td>269</td>
<td>263</td>
<td>277</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance rates continue to be equal to that of Sydney Region and above state average.
Management of non-attendance

The school uses Web Attend software to record and monitor student attendance. The software, through its absence reports, enables the school to manage non-attendance through the issuing of follow up letters for unexplained absences. Additionally, for absences over three days, an Executive member of staff will contact the parents to seek an explanation. When attendance is a concern, meetings are conducted with parents to develop attendance plans and Home School Liaison Officer involvement is sought when necessary. Contact with parents regarding attendance concerns is recorded in RISC Welfare software.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

In 2011, the school formed 23 classes which included four composite classes.

Structure of classes

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KG</td>
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<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KLG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>25</td>
<td>25</td>
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<tr>
<td>2/3M</td>
<td>2</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
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<tr>
<td>2V</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2Z</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4G</td>
<td>3</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4G</td>
<td>4</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>30</td>
<td>30</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>19</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</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
<tr>
<td>Total</td>
<td>36.287</td>
</tr>
</tbody>
</table>

Please note that although we are the home school, the Counsellor is at MJPS two days per week. A number of additional support staff are employed, for example relief from face-to face teacher, part-time teacher (2.05) and we also have two language teachers.

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

Two staff members are Indigenous.

Staff retention

In 2011, the school Principal, Mr Tony Murray, retired. One Assistant Principal, the School Administration Manager and the General Assistant also retired.

One teacher took extended leave and relinquished right of return to the school.
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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>424413.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>254593.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>106149.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>293175.26</td>
</tr>
<tr>
<td>Interest</td>
<td>23160.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28582.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1130074.84</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas 115031.53
- Excursions 50365.34
- Extracurricular dissections 132430.31
Library 317.00
Training & development 5464.66
Tied funds 120190.31
Casual relief teachers 74964.34
Administration & office 90742.99
School-operated canteen 0.00
Utilities 43292.62
Maintenance 9873.71
Trust accounts 35694.02
Capital programs 8650.00
Total expenditure 687016.83
Balance carried forward 443058.01

The library figure above does not accurately reflect the sum spent on the library as all donations made through the school’s voluntary parent contribution scheme are used by the library. In 2011, $14 635.05 was spent to develop the school’s resource centre. An additional $31 430.88 was spent on literacy resources.

The majority of the school’s expenditure on professional learning is included in the tied funds expenditure. In total, $27 380.80 was spent. In addition to that figure, a number of information and communication technology training sessions were conducted ‘in-house’ and thus bore no cost.

At the time of financial rollover (1 December) some outstanding payments remain. Of the balance carried forward, unpaid orders ($8 579.20), unpaid invoices ($7 212.03) and unpaid casual salaries ($24 269.16) are yet to be deducted. In addition, the school, as part of its educational management plan, is saving to acquire items that cannot be funded within a financial year. This includes replacement of laptops and upgrade of the playground for example.

A full copy of the school’s 2011 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 2011
The school continues to aim to provide a board and engaging curriculum. We are proud of the scope and variety of the experiences offered to our students.

Achievements
Arts
The creative and practical arts continue to be a whole school focus. Some significant highlights in 2011 have been:

- The school presented an outstanding Art Show displaying a variety of artworks produced by the students from Kindergarten to Year 6. Performance groups such as the Senior Band, Junior Choir and Showcase Dance Group opened the evening.

Brayden’s Portrait
• The continuation of our participation in Musica Viva to support our music program. This year students experienced the Composer In The Classroom Program that delivered engaging and diverse hands on experiences.

• Both choirs performed at school assemblies, special events, Saint Edmund’s Anglican Church during Education Week, and the annual Christmas Eve Service. The Senior Choir performed at Mark Moran @ Little Bay retirement village.

• The school’s bands performed during Education Week, at term mini concerts, at Soiree performances and on Recognition Day.

• The senior dance group performed in the Showcase At The Juniors (previously called Bondi Showcase).

• All K-2 students performed at “Song and Scone” assemblies for Mothers’ Day and Fathers’ Day.

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

• The school participated in the Bondi District Public Speaking Competition. Four students represented our school, one from each stage.

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

• Four students participated in the Multicultural Public Speaking Competition for Years 3-6. Two students were highly commended.

• One student won a digital camera in the Moran Photography Competition (Primary section). His winning photograph was displayed at The State Library.

• A number of students entered the annual Chifley Art Competition. One student was awarded first place in her division and two students were highly commended.

• Our Chess Club entered one rookie and one intermediate team in the interschool chess competition.

• In 2011 the debating squad consisted of a Year 6 team and a Year 5 team. Both teams competed in the Bondi District Debating Competition and performed admirably. The squad members were dedicated and committed to fulfilling the training requirements of an hour before school every week. The students were mentored and trained by a parent to develop their debating skills.

• A number of Year 2 students participated in a school based art club.
Sport

Sport continues to target specific manipulative, locomotor and non-locomotor skills, dance, gymnastics and games through engagement in a wide variety of sport, physical education (PE) and fitness programs.

K-4 students are involved in specialist fitness programs in a team teaching situation.

K-2 Athletics Carnival Sack Race

Year 2 participate in a two-week intensive swimming program at Des Renford Aquatic Centre, which caters for all swimming levels.

Years 3-6 students are offered a wide variety of sporting experiences externally and at school, on a Friday. The sports offered externally include swimming, tennis, ten-pin bowling and Kickfit. School sports include netball, soccer, basketball, table tennis, gymnastics and volleyball.

Stage 3 Sport

The school also participates in an interschool sport competition in both winter and summer. The sports the students are involved in include softball, AFL, cricket, netball, soccer and rugby league.

Our achievements:

- In swimming, the school placed second at the zone carnival with 10 students representing at regional level;
- In athletics, the school placed second at the zone carnival with 10 students representing at regional level;
- In cross country, the school placed second at the zone carnival with 11 students representing at regional level;
- Strong regional representation in a number of sports: AFL (three students), soccer (four students), rugby league (one student), rugby union (one student), touch football (four students) and basketball (one student);
- Two students represented at state level in AFL;
- One student represented at state level in soccer; and
- One student represented at national level in Futsal.

Premier’s Sporting Challenge

MJPS participated in the Premier’s Sporting Challenge for the first time this year. The Challenge aimed to engage students in daily sport and physical activity and encourage them to lead healthy, active lifestyles.

During Term 3, students in Years 2-6 recorded and monitored their physical involvement in a range of sports and recreational pursuits during lunchtime, in school sports programs, class time and after school or weekend activities.

Students achieved excellent results: 28 students achieved a Diamond award, 367 students achieved a Gold award and 53 students achieved a Silver award. Staff surveyed felt that it was a positive experience and that there were students in their class who became more physically active once involved in the challenge.

Academic

In the National Assessment Program (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 these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

The school 2011 reading average score is above the state average. 83.6% of our students were placed in the top three bands as opposed to only 63.9% of students in the state.

The school 2011 writing average score is above the state average.

In spelling, students are performing above both state and statistically similar group averages. 84.8% of our students were placed in the top
three bands as opposed to only 68.2% of students in the state.

In grammar and punctuation students are performing above state averages and equal to statistically similar groups. 90% of our students were placed in the top three bands as opposed to only 70.4% of students in the state.

**Numeracy – NAPLAN Year 3**

Numeracy scores were well above state average and slightly above statistically similar groups. 80.1% of our students were placed in the top three bands as opposed to only 62.1% of students in the state.

**Literacy – NAPLAN Year 5**

The school 2011 reading average score is above the state average.
NOTE: School averages (2008-2011) for writing are not displayed due to the change in the writing scale from narrative to persuasive.

The school 2011 writing average score is above both the state average and statistically similar group average. 76.5% of our students were placed in the top three bands as opposed to only 53.3% of students in the state.

In grammar and punctuation students are performing above state averages. 83.8% of our students were placed in the top three bands as opposed to only 59.8% of students in the state.

Numeracy – NAPLAN Year 5

In numeracy students are performing above state averages.
Progress in literacy

Average progress data is for matched students from within the school.

* Note SSG = statistically similar group

Average student growth in reading is well above both the state and statistically similar group average. The data also shows an increase from the previous school average.

Average student growth in spelling is above both the state and statistically similar group average. The data also shows an increase from the previous school average.

Average student growth in grammar and punctuation is above both the state and statistically similar group average.

Note: Average progress for writing 2009-2011 is not displayed due to the change in the writing scale from narrative to persuasive.

Progress in numeracy

Average student growth in numeracy is above both the state and statistically similar group average. The data also shows an increase from the previous school average.

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 minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Student Engagement Plans were updated for continuing students. These plans involved consultation between the class teacher, the student and the parent(s)/carer(s). The aim of these plans is to support students in literacy and numeracy, and to monitor progress when students transfer from one grade to another. Staff were supportive of high expectations of our Aboriginal students, with one plan involving broadening enrichment strategies for an identified gifted and talented student. This student gained and subsequently accepted an offer to a selective high school as a result.

Yarn Up Presentation

Aboriginal perspectives were embedded into each key learning area, with increased cultural awareness a priority. 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.

Throughout the year over 28 students have been receiving intensive English instruction through the 1st Phase and/or new arrival programs. The remaining ESL students (2nd and 3rd phase learners) are supported in their language needs either within the classroom or in small withdrawal groups. ESL programs are planned to cater for the individual social and academic needs of the second language learner.

Specialist ESL teachers, program, assess and monitor the progress of these students throughout their time at the school.

Connected learning

In 2011, the school continued to focus on the integration of information and communication technologies (ICT) in teaching and learning programs.

All COGs units of work have an accompanying ICT task. Tasks are mapped against the school’s ICT skills scope and sequence to ensure students develop a range of skills and use a variety of different applications. Tasks include multimedia presentations, use of email, development of spreadsheets and databases, webpage design, movie making and podcasting.

Class blogs were developed by all primary and some infants classes. Students use the blogs to communicate with each other and their teacher, publish work, discuss ideas, articulate their learning and build a learning community.

Interactive whiteboards (IWBs) were installed in the language classrooms and one ESL classroom. This brings the total of IWBs in the school to 29.

Mathletics was implemented from Kindergarten to Year 6 to support mathematics learning in the classroom and at home.

Bugclub, online software which includes a book repository and activities, and accompanying books were purchased to support literacy learning in Kindergarten to Year 2.

Two new file servers were installed and the school’s asset replacement program continued with 11 Windows 7 laptops being purchased. As part of the DEC T4L program, 22 new computers were installed across the school. Thirty digital cameras were purchased for staff and student use.

Staff and students utilised the connected classroom equipment to engage in video conferences with other schools and external providers.

To highlight the use of ICT across the school, each term a staff representative from each grade showcased ICT work samples to the rest of the staff. This enabled staff to see the development of ICT skills from K-6.
Progress on 2011 targets

In 2011, the two main targets focused on the areas of literacy and numeracy.

Target 1

Improved student achievement in measurement, data and space and geometry as demonstrated through school-based assessment and NAPLAN data.

Our achievements include:

- **Count Me In Too** (CMIT) refresher training conducted for all untrained K-2 staff. CMIT activities are evident in K-2 teaching and learning programs.
- Staff engaged in professional learning sessions about working mathematically in the classroom conducted by the regional mathematics consultant. A group of teachers participated in the regional *Teaching Space and Geometry K-6* project and then shared activities and strategies with other staff on their stage.
- Stage 3 students use a mathematics reflection journal to track their mathematical concept development and understanding.
- Open-ended mathematics assessment tasks and accompanying rubrics have been developed for all stages.
- Year 5 NAPLAN data shows a decrease from 17.4 to 0.5 difference in mean scores between number and patterns and algebra, and measurement, data and space and geometry.

Target 2

Improved student achievement in reading and writing as demonstrated through school-based assessment and NAPLAN data.

Our achievements include:

- Accelerated Literacy training for 12 staff. Implementation of accelerated literacy pedagogy in classrooms from Years 1 to 6.
- Collaborative planning of writing assessment tasks and development of accompanying rubrics by all stages. Staff also moderated student work samples to enhance consistency in teacher judgment.
- Individual learning plans have been collaboratively developed for targeted students to support their literacy development.
- The P&C funded $30 000 of literacy materials to support classrooms programs. An evaluation of current resources was undertaken and staff were surveyed as to perceived need and materials sourced from a variety of suppliers. Purchases include: big books, class sets of fiction and non fiction books to support Accelerated Literacy and COGs units of work, updated home reading materials and Bugclub software and books.
- Web 2.0 tools such as blogED were utilised to publish students’ work and provide opportunities for students to communicate and collaborate with others.

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 2011 our school carried out evaluations of learning (educational and management practice) and literacy/English (curriculum).

The surveys were made available online to all staff and families via Zoomerang. Students in Years 2-6 were also surveyed online with students in those grades randomly selected to complete one of the three surveys.

Educational and management practice

This year we surveyed staff, students and parents about learning.
Background

The survey encompassed the areas of: the learning environment, student learning and teacher learning.

The learning environment questions focused on learning opportunities being provided in a stimulating and secure environment, relationships to enhance learning, the use of a wide range of resources and clear expectations to promote excellence.

The student learning questions focused on responsibility for learning, working both independently and collaboratively, risk taking and reflection and self-assessment.

The teacher learning questions focused on critical reflections of practice, understanding of effective practice and current research, commitment to ongoing professional development and collaboration with colleagues to share ideas and experience to improve teaching practice.

Findings and conclusions

- 100% of teachers believe that their classrooms are stimulating and secure environments where there is a balance of independent and group learning activities and a wide range of resources are used to assist students with their learning.

- 100% of staff share ideas and experiences with colleagues to improve teaching practice.

- The parent response to the survey was poor. Despite paper copies also being available only 32 responses were received in total from 460 families. Only 88% of the parent respondents believe the school expects students to achieve to the best of their ability compared with 98% of staff and 97% of students.

- Whilst the school spent $27,380.80 on teacher professional learning in 2011, only 43% of parents who responded to the survey believe that the staff are only sometimes or rarely upgrading their skills. Please refer to page 17 for details about the professional learning experiences teachers engaged in.

- 98% of students try to do their best and take pride in their learning.

Future directions

- Provide parents with more opportunity to talk with teachers about their child’s learning.

- Increase opportunities for student self-reflection/evaluation.

- Evaluate the mode of feedback for parents specifically the effectiveness of the use of online surveys.

- Communicate teacher professional learning plans more regularly.

Curriculum

As literacy has been a key component of the school plan for the last three years, an evaluation of literacy teaching and learning was undertaken. Staff, students and parents were surveyed.

Background

The staff survey focused on effective and explicit literacy learning, use of data to inform practice, student feedback, responsibility for literacy achievement, expectation, and knowledge of literacy development and syllabus requirements.

The student survey focused on expectation, literacy skills, classroom activities and strategies and feedback.

The parent survey focused on understanding of literacy teaching and communication of achievement.

Findings and conclusions

- Staff agree that the school uses data from NAPLAN to inform whole school strategies and that it, and the K-6 English syllabus, informs teaching practice.

- 100% of teachers agree that their teaching program includes a range of strategies to explicitly address students’ literacy needs and that literacy is integrated across the other key learning areas. Comprehension and the purpose, structure and grammatical features of texts are explicitly taught. Teachers believe that lesson activities and assessment tasks require students to use high order thinking skills.
• 100% of parent respondents (35 in total) agree that English is an important subject but only 75% of those know what their child learns in English.

• 100% of students agree that English is an important subject to learn. 82% of students believe that they have good talking and listening skills, 88% believe that they have good reading skills and 77% believe that they have good writing skills. 20% of students aren’t sure what they are doing well in English and would like more information about how to improve their English results.

• 88% of students stated that the work they do in English challenges them and makes them think.

Future directions

• Continue to ensure that the school priorities and teacher professional learning address the literacy learning needs of students.

• Clearly communicate English learning programs and assessment to parents, providing additional feedback as to how they can support/assist students at home to improve their child’s literacy.

• Provide students with explicit feedback regarding their literacy achievement and how they can improve their results.

KA Writing Journals

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the use of Information and Communication Technology (ICT) at the school.

The surveys were made available online to all staff and families via Zoomerang. Paper copies were also available. Students in Years 2-6 were also surveyed online with students in those grades randomly selected to complete one of the three surveys.

NOTE: Only 30 parents responded to the survey.

Findings and conclusions:

• 100% of staff agree that using ICT at school is important, that its use enhances student engagement, that the school has lots of ICT equipment, that the introduction of interactive whiteboards has enhanced teaching and learning and that it is important that students learn to be good digital citizens. The top five uses of computers in classrooms (in order) are: word processing/desktop publishing; internet; multimedia; games and email.

• 100% of staff have access to a computer at home, either a personal computer or the school laptop provided for staff. At home staff use computers for (in no particular order): word processing/desktop publishing; internet browsing; research; social networking; blogging; movie making; multimedia presentations; data manipulation (for example spreadsheets, databases); website design; email; games; downloading music; downloading or accessing videos; completing homework; and student assessment and reporting.

• 100% of parent respondents agree that it is vital for students to develop good digital citizenship skills. The top five uses for home computers (in order) are: learning revision/practice; games; internet browsing; research and word processing. A small number of respondents were not aware of the school’s ICT resources and programs.

• Students use computers and other technologies regularly at school. They used email and online survey tool Zoomerang to access this survey. The top five school uses (in order) are: research; multimedia presentations; email; learning revision; and games. 95% of students have access to a computer at home. The top five uses at home (in order) are: games; research; email; learning revision...
and internet browsing. Students believe that the use of ICT at MJPS is good, important and makes students have fun and learn at school.

Future directions:

- Ongoing professional learning and support for ICT problems are vital for the continued successful implementation of ICT.
- Increase the use of Web 2.0 technologies such as blogging, to move students from ICT users to producers.
- Develop parents’ understanding of digital citizenship and cyber safety.

**Professional learning**

The ongoing professional development of all staff is a priority for the school. In 2011, $21,916.14, the school’s entire global funding allocation was exhausted. This was supplemented by $5,464.66 of school funds. In total $27,380.80 was spent on the professional learning of teaching staff.

In line with school plan targets and priorities and identified need, teaching staff attended external courses including:

- Programming For Gifted and Talented Students (three staff)
- Inquiry Based Learning In Primary Science (four staff)
- Teaching Space and Geometry K-6 (three staff)
- Best Start (three staff)
- Literacy and Numeracy In The Interactive K-6 Classroom – Beginners (one staff member)
- Using Web 2.0 Tools in The 21st Century Classroom – Blogs and Wikis (two staff)
- Managing Unreasonable Complainant Conduct (one staff member)

As part of the Institute of Teachers requirements, in order to maintain professional competence, new scheme teachers are required to undertake 100 hours of professional learning over a five year period. Our teachers engaged in professional learning activities outlined above and attended

**Developing Your Personal Professional Learning Plan** to assist them to meet this criterion.

The Executive staff attended a Minds At Work training course which focused on team building and leading change.

The support staff also attended ESL, STL, Reading Recovery, languages, teacher librarian and school counsellor conferences, training courses and/or network meetings.

In-school courses, utilising the expertise of school staff, were conducted in:

- Accelerated Literacy (twelve staff)
- Movie Maker (four staff)
- Count Me In Too Refresher (eight staff).

All staff attended update courses for CPR, Anaphylaxis and Emergency Care.

Additionally SASS staff were trained in:

- Annual Financial Statement & OASIS Finance Rollover Training (one staff member)
- SASS Staff Conference (one staff member)
- Health Care Procedures Certification/Recertification (four staff).

**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 - Literacy**

**Outcome for 2012–2014**

Data will be collected from Best Start and NAPLAN assessments to measure growth from Kindergarten to Year 1 and Year 2, from Years 3-5 and from Years 5-7.

Our target is to increase the number of children achieving minimal growth or better in each of the strands of literacy by 20% (between three and six students) each year from 2012-2014.
2012 Targets to achieve this outcome include:

- Differentiated learning will be evident in all class and school teaching and learning programs.
- Learning Support Team practices will better support students with a range of additional learning needs and will support teachers in the development of group and individual learning programs as required.

Strategies to achieve these targets include:

- Professional learning will target the development of differentiated learning programs catering more effectively for individual needs.
- Professional learning for all staff in Accelerated Literacy will target the development of units of work focusing specifically on strategies to improve student outcomes in writing.
- A gifted and talented program will specifically target writing.

School priority 2 - Numeracy

Outcome for 2012–2014

Data will be collected from Best Start and NAPLAN assessments to measure growth from Kindergarten to Year 1 and Year 2, from Years 3-5 and from Years 5-7.

Our target is to increase the number of children achieving minimal growth or better in numeracy by 20% (about four students) each year from 2012-14.

2012 Targets to achieve this outcome include:

- Differentiated learning will be evident in all class and school teaching and learning programs.
- The teaching of mathematics will be more practical by reinforcing Count Me In Too and Counting On programs and providing easily accessible classroom resources to support teaching and learning.
- A gifted and talented program will specifically target thinking mathematically.

School priority 3 - Technology

Outcome for 2012–2014

All children will participate in the Computer Skills Assessment (CSA) in Years 5 and 6. Our target is to have 85% of children achieving at the competence level or higher by 2014.

2012 Targets to achieve this outcome include:

- The current technology skills scope and sequence will be rewritten to reflect the sequence and range of skills suggested in the CSA.
- An ICT committee will be established to build capacity across the staff, review the technology scope and sequence of skills, manage professional learning and manage ongoing maintenance to ensure continuity of access for all students.
- Staff will participate in a range of projects beyond the school managed by the Centre for Learning Innovation and Curriculum (CLIC).
- All children will participate in at least one video conference during the year.
- A gifted and talented program will specifically target technology.

Strategies to achieve these targets include:

- Professional learning will focus on building staff capacity to integrate the development of a range of computer skills into their teaching and learning programs.
- Greater student access to technology will be provided through a lap top program, computer bases in all stage two and three classrooms and the more effective use of a range of interactive technologies.
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: