2010 Annual School Report
Minchinbury Public School

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

Students
Minchinbury PS, situated between Blacktown and Penrith, is a large multicultural primary school. During 2010 there were 563 students enrolled. Of these, 53% were from language backgrounds other than English.

Staff
This year we welcomed two new permanent members of staff. One of our teachers has taken leave to teach in the International School in Frankfurt, Germany. Several of our teachers have taken maternity leave this year and will return to the school in 2011.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school has a number of significant programs and initiatives including:

• Active After-school Community
• Before and After-school Care
• English as a Second Language (ESL)
• Get Lost Mr Scary (anxiety program)
• Learning Neighbourhood
• Ningbo Volunteers
• Performing Arts
• Positive Behaviour for Learning (PBL)
• Premier’s Reading Challenge (PRC)
• Primary School Sports Association (PSSA) competition
• Public Speaking
• Quality Teaching Action Learning
• Reading Club
• Reading Recovery
• School Learning Support Coordinator

Student achievement in 2010
The literacy results of this year’s NAPLAN tests show that the majority of students in Year 3 are performing at or above minimum standard in reading, writing and spelling. Most of our Year 5 students are performing at or above minimum standard in writing, spelling and grammar and punctuation.
The numeracy results from NAPLAN show that 90% of our Year 3 students are performing at or above minimum standard and 96% of Year 5 students are performing at this level.

Messages

Principal’s message
Minchinbury Public School prides itself on providing a warm, friendly, caring and nurturing environment in which students engage in appropriate and relevant learning experiences that enable them to achieve personal excellence.
The dedicated and committed staff develop and implement a range of carefully planned strategies to support student learning. Teachers are highly skilled and they use their talents to provide quality educational opportunities for students whose backgrounds and experiences are diverse.
Our school encourages and supports students to be respectful, safe learners. Within this framework, they are learning to be productive, contributing members of the school and community.
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.

Pauline Baker

P & C and/or School Council message
The P&C worked tirelessly in 2010 to raise money for the school. We had an Easter and Christmas raffle, five-cent snail trail, family portraits, school disco, as well as Mothers’ Day and Fathers’ Day stalls. We raised money for an electronic whiteboard in the library, books for the library, new stage curtains for the hall and a donation for the Year 6 farewell.
The P&C would like to thank all the parents, caregivers and the community who gave up their
time to help with wrapping, donations and selling of gifts.

Natalie Brownjohn, P&C President

Student representative’s message

In 2010, as a part of the Student Representative Council (SRC), students from Years 1 – 6 held meetings at lunch time once a week. Each class had two students to represent them. All of the class representatives reported back to the other class members what was going to happen later in the year.

The SRC raised a lot of money for different organisations such as Stewart House. We also collected food and non-perishable items for the Salvation Army Christmas Appeal. Students from each of the 22 classes brought in food items for a Christmas hamper. In all, 22 large hampers were made and they were collected with great appreciation by the Salvation Army.

Olivia Carroll and Nathan Johnson

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

This year 563 students were enrolled at the school. This is 30 less than in 2009. There were 289 boys and 274 girls. The following pattern provides information about enrolment trends over the last five years.

Management of non-attendance

Individual student attendance is monitored by class teachers. Parents are contacted when student absences are greater than five days. This is done by phone or in writing. The Deputy Principal monitors students whose absences are causing concern. Parents are invited to attend meetings in order to implement strategies for improvement. Follow-up referral to the school’s Learning Support Team may be necessary as a part of the improvement strategy.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.
Structure of classes

We have maintained a similar class structure as in previous years. Most classes are parallel in nature. This means that we have students with varying skills and abilities together in one class. Sometimes we form classes to meet the particular needs of students. This year we established combined Year 1 and 2 composite (multi age or stage) classes, Year 3 and 4 composite classes and Year 5 and 6 composite classes. They have been labeled after the stage in which they fall. In Stage 2 and Stage 3 one class has been formed for academically talented students. In Stage 2 there is also a class for students requiring assistance with their learning.

Staff information

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

There are 35 members of the teaching staff and seven members of the administrative and support staff (SASS). Some class teaching positions are shared roles – two teachers teach the same class, working different days during the week.

Staff establishment

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KU</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1BH</td>
<td>1</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>S1BH</td>
<td>2</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>S1F</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1L</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S1GL</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>S1L</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>S3G</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>S3G</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S1N</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S2D</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>S2D</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>S2T</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>S2T</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>S2K</td>
<td>3</td>
<td>16</td>
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<td>S2K</td>
<td>4</td>
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<tr>
<td>S2W</td>
<td>3</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>S2W</td>
<td>4</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>S2LN</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>S2LN</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>S3M</td>
<td>5</td>
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<tr>
<td>S3M</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S3J</td>
<td>5</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>S3J</td>
<td>6</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>S3D</td>
<td>5</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>S3D</td>
<td>6</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>S3C</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>S3C</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S1T</td>
<td>1</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>S1T</td>
<td>2</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>S2H</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>S2H</td>
<td>4</td>
<td>18</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff retention

This year we welcomed two new members of staff who were appointed to the school as permanent teachers – Ms Dayhew and Mrs Troy. We welcomed back Mrs Berwick and Mrs Bourke, both of whom were on maternity leave.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>27%</td>
</tr>
</tbody>
</table>

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

On the information available, Minchinbury Public School does not have any Indigenous staff members on its workforce.
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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>133 665.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>259 256.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>159 310.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>139 441.05</td>
</tr>
<tr>
<td>Interest</td>
<td>8 807.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30 522.12</td>
</tr>
<tr>
<td>Canteen</td>
<td>89 484.87</td>
</tr>
<tr>
<td>Total income</td>
<td>820 487.12</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 30 060.95
- Excursions: 38 239.56
- Extracurricular dissections: 60 257.56
- Library: 5 239.04
- Training & development: 361.20
- Tied funds: 165 166.39
- Casual relief teachers: 106 414.43
- Administration & office: 72 670.73
- School-operated canteen: 80 054.69
- Utilities: 36 057.29
- Maintenance: 14 431.40
- Trust accounts: 36 341.35
- Capital programs: 8 859.03
- Total expenditure: 652 153.62

Balance carried forward: 168 333.50

The canteen is school operated and a manager is employed to run the canteen five days per week. Money carried forward into 2011 will be used to purchase air conditioning in the five new permanent classrooms built as part of the Building the Education Revolution (BER) program and to replace the ten aging air conditioners in E and F Blocks of the school. This will cost the school in excess of $40,000.

A full copy of the school’s 2010 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 2010

Minchinbury PS students are provided with a range of experiences – academic, social, cultural and physical, that help to ensure a balanced education. Students have achieved many successes in a number of these areas.

Achievements

Arts

- Drumming workshops were held during Terms 2 and 3.
- The Drumming Group performed at the Learning Neighbourhood Reach! Concert.
- Dean Clarke was a member of the WSR Drumming Ensemble that performed in the PULSE concert at the Opera House.
- The Learning Neighbourhood Art on the Hill Exhibition promoted artistic creativity.
- The School Public Speaking Competition K-6 developed skills in public speaking in all students.
- Minchinbury PS was named Champion School at the district public speaking competition for the fourth consecutive year.
- The School Debating Team continued to meet the challenge of successful verbal argument.
- The school dance group performed ‘It’s a Hard Knock Life’ at the Reach! Concert and WSR Awards ceremony.
- Emily Balzan, Keanu French and Cameron Holmes were selected for dance ensembles that performed at the PULSE Concert.
- Regional Band workshops were conducted at Minchinbury PS over Terms 2 and 3.
- The school’s Intermediate and Training bands performed at the Reach! Concert.
- Caitlyn Bradley was selected as a member of the WSR Band and performed at the Bridges to Understanding and PULSE concerts.
• The school choir performed at both the Reach! And PULSE concerts.
• Three boys and four girls attended WSR dance camps.
• The recorder ensemble performed at the Opera House.

Sport
Our students demonstrate that sport is for fun and regularly participate enthusiastically in many different programs.
• The junior boys’ soccer team was a grand finalist in the PSSA competition.
• The senior girls’ touch football team was joint premiers.
• The school had success in the swimming carnival at the zone competition with Minchinbury PS winning the zone swimming carnival for a fourth year in a row.
• Approximately 120 Year 2 - 4 students participated in Swim School this term.
• K – 6 students participated in the Sport in Schools Australia program in Term 3.
• The school implemented the Active After-school Communities program for students in Stage 2.
• Stage 1 implemented a ‘Little Athletics’ program.

Other
There are many other experiences and opportunities in which our students and school have achieved success and/or benefited.
• The school held a highly successful ‘Back to School Day’ for parents during Education Week.
• Parents participated in a three-week Talk to A Literacy Learner (TTALL) program in Term 3.
• The ‘Real Men Read’ program was held again this year to highlight the importance of men as role models for reading.
• The second ‘Grandparents Day’ was held and well attended.
• The school implemented a social skills program for targeted students in Stages 2 and 3.
• Five new classrooms and a toilet block have been built under the BER program.
• New gardens have been established and parents donated their council tree allocation to the school.
• The school has purchased wall-mounted flag poles for the assembly areas to fly both the Australian and Aboriginal flags.
• ICT workshops have been run for staff regularly across the year – iPhoto, GarageBand, smart notebook, art rage and iMovie.
• 16 apple notebooks were purchased for student use as a mobile computer lab.
• Three mobile and two permanent interactive whiteboards were installed and utilised by staff and students.

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3
This year, 97% of Year 3 students achieved at above minimum standard in reading.
In writing, 99% of Year 3 students are achieving at or above minimum standard. 95% of Year 3 students are achieving at or above minimum standard in spelling. 84% of Year 3 students are achieving at or above minimum standard in grammar and punctuation.
Numeracy – NAPLAN Year 3
90% of Year 3 students are achieving at or above minimum standard in numeracy this year.

In writing, 92% of Year 5 students are achieving at or above minimum standard.

Literacy – NAPLAN Year 5
This year, 89% of Year 5 students are achieving at or above minimum standard in reading.

96% of Year 5 students are achieving at or above minimum standard in spelling.

92% of Year 5 students are achieving at or above minimum standard in grammar and punctuation.
Progress in literacy

Our Year 5 students’ growth in reading, spelling and grammar and punctuation is above the state average. Writing remains an area for further development. Growth in spelling is particularly strong with boys improving more than the state by 15.72 points. Boys have also improved better than the state in reading, increasing their scores by 25.32 points.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.6</td>
<td>76.9</td>
<td>88.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>82.2</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in reading for matched students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>69.3</td>
<td>65.9</td>
<td>44.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>61.7</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.0</td>
</tr>
<tr>
<td>SSG</td>
<td>96.9</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.1</td>
</tr>
<tr>
<td>SSG</td>
<td>86.8</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Average progress in grammar and punctuation for matched students.

Progress in numeracy

Our Year 5 students’ growth in numeracy is above state average for all students – 102.8 points (89.11 points state). Girls improved by 97.0 (87.6 state) and boys improved by 109.1 points (90.58 state).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.8</td>
<td>94.8</td>
<td>101.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>86.8</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

The majority of students in Year 3 achieved at or above minimum standards. The area of punctuation and grammar has been identified as needing further investigation.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

The majority of student in Year 5 achieved at or above minimum standard. Reading has been identified as needing further attention for students.

**Significant programs and initiatives**

A number of programs aimed at meeting student needs are implemented across the school. Some of these programs are funded by the DET while others are school initiatives and are funded from the school budget.

**Aboriginal education**

The profile of Aboriginal Education continues to rise. This year initiatives have included:

- parental participation on the Aboriginal Education Committee;

- development and implementation of Personalised Learning Plans (PLPs) for all Aboriginal students;

- continued inclusion of Indigenous Cross-Curriculum Perspectives in other KLAs; and

- the purchase of yardarms to fly the Aboriginal flag at all assemblies.

**Multicultural education**

Many different learning experiences are provide that aim to promote multiculturalism. These are mostly taught through lessons in the KLA of Human Society and Its Environment (HSIE). Programs of study aim to develop students’ understanding of and tolerance for the differences and similarities between individuals and communities.

Other Multicultural Education programs implemented include:

- Stage 2 students attending Harmony Day celebrations at Rooty Hill HS as a part of Learning Neighbourhood programs;

- School celebration of Harmony Day including participation in the 2011 Harmony Day art competition;

- Multicultural greetings and songs taught to Stage 1 students; and

- Kindergarten, Stage 2 and Stage 3 students working with volunteers from the Ningbo province in China to learn about aspects of Chinese culture and the Mandarin language.

The school has an English as a Second Language (ESL) program to meet the needs of the 53% of students from language backgrounds other than English. This program provides for two teachers to work with class teachers to team teach ESL students or to work with individual students to target particular areas of English language development eg written grammar.

**Respect and responsibility**

Minchinbury Public School has been a ‘Positive Behaviour for Learning’ (PBL) school since 2006. We are strongly committed to promoting respectful, safe learning across all stages. Each week, we focus on a target behaviour, model and explicitly teach expected behaviours and then reward compliance through the awarding of Respectful, Safe Learner (RSL) cards. These cards
are then placed in a barrel for a weekly lucky draw for a canteen voucher for the successful student.

This year we have reviewed aspects of our rewards system and have recommended changes in the presentation of badges for bronze and silver levels of achievement. This will be implemented in 2011.

Staff have also worked on developing an agreed set of behaviours for meeting the Charter of Dignity and Respect in the workplace. Other initiatives have included:

- The Learning Neighbourhood School Leaders Conference for our school prefects;
- The School Leaders Investiture Assembly;
- The introduction of the Stage 3 ‘Hattitude’ award for the regular wearing of hats; and
- Increasing opportunities for students to develop leadership skills through participation as guides and helpers in special events eg Kindergarten Orientation and K-2 sports carnival.

Connected learning

This year the school built on its use of connected learning strategies designed to increase the skills and abilities of teachers in integrating technology into their teaching and learning programs to improve student learning outcomes. Three mobile interactive whiteboards (IWBs) were purchased and installed for use in each classroom block. The P&C purchased an interactive whiteboard for the library. This has now given the school a total of five interactive whiteboards for use with students.

Teachers have explored how they can use IWBs to support their teaching. Many have shared newly developed skills with each other and as a result, 62.8% of teachers now use IWBs regularly as a tool for learning in the classroom.

Across the year, many workshops were held for staff to learn about the various functions and programs available on the apple computers. Workshops included the use of Garage Band, iPhoto, iMovie, iTunes and Art Rage.

The school, through its T4L computer allocation, received 16 apple notebooks to use as a part of a mobile computer lab. This has allowed access to the Internet via wireless connection for students with a ratio of one computer between two students. Teachers book the mobile lab and the IWBs through an electronic booking system.

Other programs

*Programs for students with additional learning needs*

Through the Learning Support Team (LST) the individual needs of students are being met. Teachers refer students with identified learning needs to the LST for the development of specific learning plans. These plans include making accommodations and learning adjustments to teaching programs so that students are able to participate fully in achieving syllabus outcomes. Teachers participated in professional learning targeting the needs of students with autism (ASD), those diagnosed with Oppositional Defiant Disorder (ODD) and diabetes. The Learning Neighbourhood has applied for a grant through the Luke Priddis Foundation to support K – 6 students with autism and language disorders in developing social skills. It is anticipated that this program will go ahead in 2011.

Two School Learning Support Officers (SLSOs) were employed to work with students with additional learning needs. Students supported had ASD, ODD, diabetes and anxiety disorders. The School Learning Support Coordinator (SLSC) worked with teachers to modify programs in order to meet the diverse needs of learners and provided assistance in managing students’ challenging behaviours. Applications were made for assistance from the District Support Teacher Learning, Itinerant Support Teacher – Behaviour, Itinerant Support Teacher – Hearing and the Integration Advisor to help support student learning.

Some of the specific programs implemented to meet student needs include:

- Get Lost Mr Scary;
- Stages 2 and 3 Social Skills program;
- Reading Recovery (RR);
- ESL; and
- Student Assistance Scheme (SAS).

*Environmental education*

Late in Term 4, the school had solar panels installed on the roof of the hall. These panels will provide valuable electricity for the school to use.
Students are able to monitor electricity use using web-based programs.

Students participated in the Schools Clean-Up Australia campaign and made a significant improvement on the presentation of school grounds. Gardens were established around the new classrooms built as a part of the BER program. Additional paths were installed, and turf and trees were planted to improve the school’s grounds.

To reduce the consumption of water, the school installed water-saving taps in student toilets. This has prevented taps being left on and water being wasted.

**Active after-school communities**

The school received a federal government grant to continue implementing this program. Stage 2 students were invited to participate in four different after-school sport programs aimed at improving physical activity levels of children and teaching sports skills. Participating students received afternoon tea and then participated in a one-hour skill development program.

**Community use of school facilities**

Different groups or organisations access and use our school facilities. Activities provided by these groups include karate instruction, band lessons, keyboard lessons and dance classes. A church group also uses the hall for religious worship and the Audio Visual (AV) room is used for before and after school care.

**Progress on 2010 targets**

The school has developed and implemented strategies to achieve targets identified this year as a part of the 2009 – 2011 School Plan. This is the second year of the three-year planning cycle.

**Target 1**

*To increase the percentage of students achieving above the proficiency standard in reading from 43.4% to 47.1% in Year 3 and from 29.3% to 32.6% in Year 5.*

Our achievements include:

- Year 5 students not only achieved their target, they surpassed it – 33% achieving above proficiency standard.

**Target 2**

*To increase the percentage of students achieving at or above the minimum standard in numeracy from 95.6% to 97% in Year 3 and from 90.5% to 95% in Year 5.*

Our achievements include:

- 96% of Year 5 students are achieving at or above minimum standard. This is greater than the target set.
- Implementation of Newman’s Error Analysis allowed for greater understanding of difficulties students experienced when problem solving.
- Use of IWBs to engage students during mathematics lessons supported students in increasing their level of achievement.
- Stage-based collaborative planning sessions every term ensured consistency in programming for mathematics.

**Target 3**

*To increase the use of interactive whiteboards as teaching and learning tools from 13.5% to 50%.*

Our achievements include:

- 62.8% of staff are now using interactive whiteboards as teaching and learning tools. This surpassed the target by 12.8%.
- Purchase and installation of four additional IWBs allowed for greater teacher access to develop interactive lessons for students.
- Stage-based collaborative planning sessions every term enabled teachers to develop interactive lessons to support learning.
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 2010 our school carried out evaluations of physical education and sport organisation within the school, as well as the teaching of grammar and punctuation.

Educational and management practice
This year the school reviewed its practices in relation to managing physical education and sport programs for students. This involved looking at school PE lessons, sport programs and programs offered by external providers.

Background
Sport and physical education programs have been run using the same format for over ten years. The same sports were being offered to students during Friday sport sessions. Most grades and or stages were not providing the full amount of time allocated for physical education activities. The school was offered the opportunity to provide a ten-week physical education program through Sport in Schools Australia. Students paid $3.50 per session. Those who did not pay participated in school-based PE programs that ran concurrently with the Sport in Schools Australia program. Nearly two-thirds of students paid to participate in the program.

Findings and conclusions
Analysis of data gathered indicated positively the following:
• 96% of parents and 89.3% of teachers believe that PE and sport are important parts of the curriculum.
• 93.9% of Early Stage 1 and Stage 1 students feel that they are good at running.
• 91.5% of Stage 2 and Stage 3 students think that the school has lots of equipment to help students learn fundamental movement skills.
• 89% of parents believe that the recent Sport in Schools Australia program was valuable in providing a balanced PE and sport program for their child.
• 83% of S2 and S3 students think that the recent Sport in Schools Australia program taught them lots of skills needed for PE and sport.

From the data gained through surveys, the following indicates areas for development:
• 35.9% of teachers indicated that they were unsure or didn’t believe the recent Sport in Schools Australia program was valuable in providing a balanced PE and sport program.
• 50% of parents think that the teachers don’t give ideas on how they can help their child improve their fitness level and/or skill development.
• 53.1% of ES1 and S1 students and 59.8% of Stage 2 and 3 students indicated that they have not learnt to do gymnastics at school.
• 85.7% of teachers expressed a lack of confidence in teaching gymnastics.

Future directions
From the information gained, the following recommendations have been made to improve the management of physical education at the school.
• All stages will ensure that two hours of physical education will be timetabled each week.
• The content of sports programs will be reviewed and new options for sport will be included eg golf, speedminton.
• Teachers will receive professional learning in the teaching of fundamental movement skills and gymnastics.
• The school will increase the range of resources available for physical education and provide a structured skills-based program for students.

Curriculum
This year the school looked at the effectiveness of teaching and learning in the grammar and punctuation strand of the English curriculum.

Background
Detailed analysis of NAPLAN data indicated that the area of grammar and punctuation was of concern. Only 84% of Year 3 students performed at or above minimum standard. This is 11% less
than the state. 92% of Year 5 students achieved at or above minimum standard which was only 2% less than the state. There were only 32% of Year 3 students performing in the top two bands which is 22% below the state and 37% of Year 5 students in this group which is 8% below the state.

**Findings and conclusions**

Analysis of data gathered through surveys indicate positively the following:

- 87.2% of ES1 and S1 students believe that they are good at using capital letters in their writing.
- 95% of S2 and S3 students believe that they have learnt to write correct sentences at school.
- All teachers think that grammar and punctuation are important parts of the curriculum.
- 92% of parents believe that learning about grammar and punctuation is useful for life outside of school.

From the data gained through surveys, the following indicates the areas for development:

- 79.5% of ES1 and S1 students think or don’t know if they are good at using commas in their writing.
- 53.4% of S2 and S3 students believe that they don’t know about or use prepositions.
- 64.3% of teachers indicated they were unsure of or only sometimes believe that grammar and punctuation are being taught well at school.
- 64% of parents feel that they do not know how teachers assess the use of grammar and 60% feel the same about punctuation.

**Future directions**

From the information gained, the schools will aim to improve its performance in the teaching of grammar and punctuation by:

- including grammar and punctuation as a target for 2011;
- providing targeted professional learning for teachers in teaching grammar and punctuation; and
- including a structured program for all classes in Term 1 2011 focusing on explicitly teaching of identified areas for development based on detailed NAPLAN analysis.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parental opinion was sought about the following topics:

- courses the school should consider running for parents;
- the Real Men read program;
- Back to School Day;
- K-2 afternoon dismissals;
- the management of sport and PE programs; and
- the teaching of grammar and punctuation.

Student opinion was sought about the following topics:

- The school’s merit award system;
- The management of sport and PE programs; and
- The teaching of grammar and punctuation.

Teacher opinion was sought about the following topics:

- the running of athletics carnivals for K – 2 and Years 3 – 6;
- the school’s merit award system;
- the implementation of the School Swimming Scheme;
- money collection procedures;
- the playground roster and duties;
- Sport in Schools Australia program;
- Stage 3 camp at Yarramundi;
- acceptable staff behavior;
- K – 2 afternoon dismissals;
- Back to School Day; and
- Morning assemblies.
Parents indicated their appreciation at being asked for feedback. On most occasions, the feedback was positive and supportive of school practices. Students, likewise, have had a voice in some of the decisions made at the school. The SRC is one of the forums in which students can bring up issues for discussion. Ideas and suggestions from the SRC have been very valuable eg Salvation Army Food Drive.

Staff are regularly asked to provide feedback on practices, policies, organisations and routines within the school. This allows for valuable input from stakeholders and for collaborative decision-making practices to occur within the school.

**Professional learning**

All teachers (35) at Minchinbury Public School participate in planned professional learning sessions at school every fortnight as well as during school development days each term. Teachers are also able to attend professional learning courses offered by the DET or other providers externally.

School-based teacher professional learning sessions presented either during after-school professional learning sessions or school development days in 2010 included:

- using IWBs for teaching and learning across a range of KLAs;
- accessing and using Notebook software for developing programs to use with IWBs;
- training staff to use Newman’s Error Analysis;
- familiarising staff with Reciprocal Numeracy as a strategy for learning in Mathematics;
- providing focused professional learning each term on an identified topic eg Term 1 – Technology, Term 2 – Mathematics, Term 3 – English, Term 4 – school self-evaluation;
- offering voluntary technology workshops to support the use of apple computer labs in the school;
- providing staff with information to assist in the management of students with ASD and ODD diagnoses;
- training staff in managing asthma and diabetes at school;
- participating in the Learning Neighbourhood combined schools development day focusing on technology;
- completing mandatory CPR training for all staff; and
- providing mandatory updates for staff in the area of child protection.

On average, $610.91 was spent on each teacher for professional learning. This includes both course fees and the costs involved in paying for a casual teacher to replace staff when they attend a course. All teachers attended professional learning activities either at school or externally.

This year, two New Scheme teachers worked towards and were successful in gaining accreditation from the Institute of Teachers. Two other New Scheme teachers maintained their accreditation at the professional competence level.

The total amount spent on teacher professional learning for 2011 was $21,382.

**School development 2009 – 2011**

This year a new management plan was developed and implemented, continuing to incorporate the previously identified three-year targets and those identified as annual targets.

**Targets for 2011**

Long-term strategic outcomes have been developed for the period 2009 – 2011. These outcomes focus on the priority areas of literacy, numeracy and technology. Short-term strategic goals for 2011 will focus on improvement in the use of grammar and punctuation, improvement in numeracy with a focus on increasing the number of students performing at proficiency levels and the use of connected learning as tools for teaching and learning.

**Target 1**

*To increase the percentage of students achieving at or above minimum standard in grammar and punctuation from 84% to 90% in Year 3 and from 92% to 95% in Year 5.*

Detailed analysis of NAPLAN results in grammar and punctuation revealed the need to improve
student performance in these areas thus assisting in improving overall reading and writing results.

Strategies to achieve this target include:

- using SMART data to identify student strengths and areas for improvement in grammar and punctuation;
- Kindergarten and Stage 1 staff participating in Western Sydney Region Literacy Numeracy Project to use data gained through Best Start Assessments to improve student outcomes;
- all staff participating in focused professional learning in the area of grammar and punctuation; and
- explicit instruction of grammar and punctuation in both reading and writing.

Our success will be measured by:

- monitoring of teaching and learning programs by stage supervisors;
- evaluations of professional learning sessions and attendance records;
- school and class-based reading assessments; and
- data provided by NAPLAN.

**Target 2**

**To increase the percentage of students achieving above the proficiency standard in numeracy from 12% to 20% in Year 3 and from 12% to 25% in Year 5.**

Detailed analysis of NAPLAN results in numeracy revealed the need to improve student performance in this area, especially our students’ performance in the top two bands.

Strategies to achieve this target include:

- using SMART data to identify student strengths and areas for improvement in numeracy;
- focused implementation of Newman’s Error Analysis to improve problem-solving skills; and
- explicit instruction of identified easier areas for improvement eg tally marks, position, 2D objects and chance and data.

Our success will be measured by:

- class-based assessments;
- records or error analysis
- monitoring of teaching and learning programs by stage supervisors; and
- data provided by NAPLAN.

**Target 3**

**To increase the use of connected learning as a tool for teaching and learning from 0% to 25%.**

The purchase of additional interactive whiteboards has allowed for the expansion of teaching and learning in this area. The use of connected learning and video conferencing as teaching and learning is the next logical step in this process.

Strategies to achieve this target include:

- incorporating video conferencing into teaching and learning through the Release from Face to Face Teaching program;
- using video conferencing facilities for professional learning;
- exploring blogEd as a learning tool; and
- professional learning for teachers in using connected learning to enhance teaching practices.

Our success will be measured by:

- monitoring of teaching and learning programs by stage supervisors;
- the record of schedules, notes and meeting minutes from stage team meetings and planning sessions;
- equipment booking schedules; and
- evaluations of professional learning sessions and attendance records.

**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: