Our school at a glance

Students
Minchinbury Public School is a large multicultural primary school in western Sydney. Of the 595 students, 45.4% are from language backgrounds other than English.

Staff
Our staff has generally remained unchanged this year and consists of both experienced and early career teachers. Opportunities existed this year for classroom teachers to relieve in executive roles and develop their leadership skills.

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

Significant programs and initiatives

- Active After-school Community
- Before and After-school Care
- English as a second language
- Get Lost Mr Scary (anxiety program)
- Learning Neighbourhood
- Ningbo Volunteers
- Performing Arts
- Positive Behaviour for Learning
- Premier’s Reading Challenge
- Primary School Sports Association (PSSA) competition
- Public Speaking
- Quality Teaching Action Learning
- Reading Club
- Reading Recovery
- Seasons for Growth

Student achievement in 2009

Literacy – NAPLAN Year 3
81% of Minchinbury students performed in the top three bands in literacy compared with 77% of the state.

Numeracy – NAPLAN Year 3
55% of Minchinbury students performed in the top three bands in numeracy. This is an increase of 8% from last year.

Literacy – NAPLAN Year 5
57% of Minchinbury students performed in the top three bands for literacy. This is an increase of 4% from last year.

Messages

Principal's message
Minchinbury PS strives to provide appropriate and relevant learning experiences to enable all students to achieve personal excellence in a warm, friendly, caring and nurturing environment.

Strategies to support student learning are carefully planned, developed and implemented by dedicated staff, committed to providing quality education for all students.

Our students continue to demonstrate the expected behaviours of being respectful, safe learners and within this framework, they are learning to be productive, contributing members of society.

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 meet regularly two times per term. The purpose of these meetings is to provide information about happenings within the school and within education in general. Parents and carers can raise concerns and contribute to problem solving and decision making.

This year P&C fundraising events resulted in the provision of $2623 for the school. These funds are going towards the purchase of an interactive whiteboard for the library.

Other activities in which the P&C are involved include school banking, Book Club and participation in the school's self-evaluation and planning processes.

Sharon Tompsett – P&C President

Student representative's message

This year the Student Representative Council (SRC) consisted of two students from each class from Years 1 to 6. The SRC held lunchtime meetings and discussed ideas and passed on the opinions of their classmates. They then reported back to their class, the results of the meeting.
A number of very successful events were held such as the school disco and handball and oz tag competitions. The money raised was donated to Stewart House. The SRC bought presents for the less fortunate and delivered them to K-Mart. The SRC also promoted Bandana Day and Jeans for Genes Day. Money raised from a football mufti day and snail trail helped to purchase equipment such as footballs, handballs, soccer balls and basketballs for student use.

The SRC also organised a food drive for the Salvation Army as well as collected books for students in Paua New Guinea.

Jack Clifton, Nathan Johnson and Brittany Menolotto

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

The current enrolment for the school is 593 students. This is 12 less than in 2008. The school population is made up of 296 boys and 297 girls. The following table provides a breakdown of numbers per year.

Of the 593 students enrolled as of December 2009, 46 students left the school and 58 enrolled taking their places. This year the number of Year 6 students (95) leaving to go to high school is expected to be replaced by 75 to 80 Kindergarten students. This may mean a reduction in the number of classes across the school in 2010.

Student attendance profile

Our students continue to attend school at a slightly better rate than others across the state (92.1%) – 93.4%.

Management of non-attendance

Classroom teachers monitor individual student attendance. Parents are contacted when student absences are greater than five days. Letters are sent home asking parents to provide reasons for unexplained absences. The deputy principal monitors students whose absences are causing concern. Parents are contacted and invited to attend a meeting in order to implement strategies for improvement.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Class</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2D</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3/4SO</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3/4SO</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3MH</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>4V</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5/6CL</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>5/6CL</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>28</td>
</tr>
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<td>6G</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6M</td>
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<td>29</td>
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<td>KF</td>
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<td>KH</td>
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<td>21</td>
</tr>
<tr>
<td>KU</td>
<td>K</td>
<td>21</td>
</tr>
</tbody>
</table>

We have maintained similar class sizes as in previous years. Our students are organised into...
four Kindergarten classes, three and a half Year 1 classes, three and a half Year 2s, two Year 3 class; two combined Year 3 and 4 classes, two Year 4s, one Year 5, two Year 6s, and three combined Year 5 and 6 classes.

Structure of classes
Most classes in the school are parallel in nature. This means we have students with a range of abilities in each class. Sometimes we form classes to meet the particular needs of students. Once again this year we have a 3/4 and a 5/6 composite (combined) class for academically talented students. We have also formed classes in Years 3 and 4 as well as Years 5 and 6 to provide additional support for students experiencing difficulty in English and maths.

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 38 members of the teaching staff and six members of the school administrative and support staff (SASS). This is similar to last year.

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(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Support Teacher - Behaviour</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Minchinbury Public School does not have any Indigenous staff members on its workforce.

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

Our staff has a range of teaching qualifications which they build upon by participating in regular, planned professional learning activities.

<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>

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>30/11/09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>88 673.08</td>
</tr>
<tr>
<td>Global funds</td>
<td>263 604.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>144 198.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>141 956.85</td>
</tr>
<tr>
<td>Interest</td>
<td>6 019.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>65 329.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>91 194.75</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>800 975.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>45 247.09</td>
</tr>
<tr>
<td>Excursions</td>
<td>47 245.98</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>64 526.72</td>
</tr>
<tr>
<td>Library</td>
<td>3 970.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 450.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105 515.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>104 257.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>79 373.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>89 357.09</td>
</tr>
<tr>
<td>Utilities</td>
<td>45 028.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12 967.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>66 371.21</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>667 310.43</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>133 665.26</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 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 2009

Students at Minchinbury Public School are encouraged to be safe, respectful learners. This is evident in the range of experiences provided for them and the success they have achieved in many areas.

Achievements

Arts

The school provides many opportunities for students to participate in a variety of creative and performing arts.

- The Djemble drumming group performed at the Learning Neighbourhood Reach! Concert.
- The Learning Neighbourhood Art on the Hill exhibition highlighted student artwork;
- Talented musicians and dancers performed at the Western Sydney Region PULSE Concert at the Sydney Opera House.
- Talented musicians, singers and dancers performing in the Learning Neighbourhood Reach! Concert at Rooty Hill High School.
- The dance ensemble performed “Mary Poppins” in many concerts during the year.
- The school concert band and regional band participated in workshops organised by the school.
- Students K-6 created Aboriginal artworks as a part of NAIDOC Week celebrations.
- The Year 6 Talent Quest showcased the many talents of students.

Sport

Our students demonstrate that sport is for fun and regularly participate enthusiastically in many different programs.

- Both PSSA soccer teams won their grand finals – the seniors drew and the juniors were outright winners.
- The school won the district swimming carnival with many district winners going on to represent at the regional level.
- The Active After-school Communities program ran for students in Stages 2 and 3.
- Students K-4 participated in a skills development program provided by Cricket NSW and then competed in the MILO Cup.
- Selected students participated in the Cottee’s five-a-side soccer competition.
- Students experienced success at the school level in cross-country with Beatrice Collard going on to represent Western Sydney Region at the state carnival.
- Stage 1 students successfully participated in the Jump Rope for Heart program.
- Students in Stages 1 and 2 participated in the Swim School program in Term 4.
- Students experienced success at the school level in athletics with Beatrice Collard going on to represent Western Sydney Region at the state carnival and then representing nationally.
- The school purchased and distributed play equipment for students to use during recess and lunch breaks.
- The PSSA touch football team reached the finals of the competition.
- The girls’ soccer team finished as pool winners during the gala day competition.
- All students participated in a variety of weekly gender-based sporting activities to encourage greater participation in physical activity by students.

Other

There are many other experiences in which our students have achieved success.

- The school continued its outstanding success in public speaking with three out of four wins at the district competition and Minchinbury PS being named overall school winners for the third year in a row.
- The debating team reached their competition pool semi final.
- The school spellathon raised over $12 000 to be used to purchase technology equipment like interactive whiteboards and laptop computers.
- The successful continuation of the Learning Neighbourhood program with Eastern Creek, Rooty Hill Public Schools and Rooty Hill High School including the Young Writers’ competition and Kinder Comes to High School.
- Celebration of Grandparents Day with students sharing lessons and performing for their grandparents.
- The introduction of the Real Men Read program where dads visited classes and shared books and stories with students to promote positive male role models.
• The continuation of the highly successful Kindergarten Orientation program and the introduction of a Transition to Kindergarten program with the neighbouring pre-school.
• Students in 5/6J participated in the prestigious Maths Olympiad with Bailey Phillips receiving a medal for his achievement.
• The continuation of the school’s reading club for all students K-6.
• The continuation of student participation in the Premier’s Reading Challenge.
• The further implementation of the WiseOnes program for talented students.
• Participation of Stage 3 students in first aid courses.

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 the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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, 98% of students achieved at or above minimum standard in literacy. Spelling is particularly strong with 98% of students achieving at or above the minimum standard.

Numeracy – NAPLAN Year 3
This year, 94% of students achieved at or above minimum standard in numeracy. This is a 6% improvement on last year’s results and is close to the state average (94.9%).

Literacy – NAPLAN Year 5
91% of Year 5 students are performing at or above the minimum standard in literacy. Spelling remains strong with 95% of students achieving at or above the minimum standard.

Numeracy – NAPLAN Year 5
This year, 92% of students achieved at or above the minimum standard in numeracy. This is a 17% improvement on last year’s result. Our students performed slightly better than the state in the Measurement, Data, Space and Geometry strand – 97% achieving at or above minimum standard (95% state).
Progress in literacy
This year, our school has demonstrated growth in writing performance between Years 3 and 5 which is above the state average. This is an improvement on last year’s performance.

Progress in numeracy
The growth between Years 3 and 5 in numeracy this year has increased by ten points over the last two years. The average progress of 94.8 was above the state average for growth of 93.4. Our average growth has remained above the state average for the last four years.

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 2009
Once again a clear majority of students achieved at or above the minimum standard in both literacy and numeracy.

<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>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009
The majority of students in Year 5 are achieving at or above the minimum standard in both literacy and numeracy.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
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 has risen considerably this year. This is due to several initiatives and projects including:

- all staff receiving training in the new Aboriginal Education policy;
- participation of Aboriginal students and their parents in the development of individual learning plans (PLPs) and their subsequent implementation; and
- participation by staff and students in Aboriginal cultural workshops as a part of NAIDOC Week celebrations.

Multicultural education

Multicultural Education is integrated throughout the school via learning experiences inclusive of all students. Various cultural beliefs are explicitly taught through a range of Human Society and its Environment (HSIE) units of work. These programs of study aim to develop students’ understanding of and tolerance for the differences and similarities between individuals and communities.

Additional Multicultural Education programs implemented at the school include:

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

Respect and responsibility

The school has a high level of commitment to promoting respect and responsibility across all stages. The Positive Behaviour for Learning (PBL) committee meets each fortnight to implement strategies to gather data on student behaviour, analyse the information gathered, develop programs for implementation, as well as plan for teacher training.

A focus this year has been the development of visual cues for all the expected standards of behaviour to be made into posters for display in specified areas of the school. Quotes are currently being sought for their production and installation.

All teachers participated in professional learning around creating and implementing effective classroom rules. A visual timetable has been created for all classrooms to assist teachers in managing student behaviour.

Our system of rewards – merit certificates; bronze, silver and gold badges; and respectful, safe learner cards, recognise the standards of behaviour required by all NSW government school students and acknowledge their compliance with these standards. The school provides for the purchase and presentation of these awards through its budget.

Specific initiatives have included:

- The definition of school leadership roles – prefects, SRC, library monitors, sports captains – has occurred.
- The Peer Support program has been implemented with Stage 3 taking on leadership roles across the school.
- The development and implementation of Respectful, Safe Learners (RSL) award cards, classroom rules, playground behaviour slips and school awards consistent with PBL.
- The review of professional conduct of all staff.
- The implementation of anti-bullying programs incorporating Pikas chats.
- The development and implementation of hassle logs for dealing with inappropriate student behaviour.
- Initiation of the Minchinbury Pride Award for wearing of school uniform.
- The implementation of the Year 5 Playground Play Leaders program to assist students develop appropriate play behaviour.
Other programs
Our school implements a number of programs to meet the academic, cultural, emotional, physical and social wellbeing of students. Some of the programs implemented are:

- Seasons for Growth
- Get Lost Mr Scary
- Play Leaders
- Reading Recovery (RR)
- English as a second language (ESL)
- Student Assistance Scheme (SAS)
- Learning Support Team (LST)
- School Learning Support Coordinator (SLSC).

This year the school was a part of the trial of the School Learning Support Coordinator project. The four schools making up the Learning Neighbourhood were each allocated a two-day per week teaching position to provide support for teachers of students with significant language disorders, behavioural problems as well as those falling onto the autism spectrum.

This teacher received 100 hours of specialist professional learning in these areas and worked with teachers to ensure that student needs were being effectively met. Minchinbury PS hosted the teacher that worked in both Minchinbury and Eastern Creek schools as well as Rooty Hill High School.

Information and Communication Technology (ICT)

During Term 2, the school had its first ‘Connected Classroom’ installed. An electronic whiteboard, short-throw data projector, television and video recording equipment were placed in Home Base 1 classroom. This installation will allow students to conduct video conferences with other schools and organisations not only in NSW but other parts of Australia and the world. Opportunities for students to participate in virtual excursions – visiting NASA and the Great Barrier Reef – will be explored as they become available.

Targeted teachers participated in training on the use of electronic whiteboards and they in turn developed professional learning sessions for the rest of the school’s staff. Building teacher skill in this area will be a focus in 2010.

Three mobile electronic whiteboards were ordered at the end of the year so that teacher use could be expanded and opportunities for students to use this technology in the classroom increased. Each permanent classroom block will have access to one of these whiteboards. An e-beam has been purchased for use in demountable classrooms. This allows for an ordinary whiteboard to be converted into an electronic whiteboard permitting interactive lessons to take place.

The e-beam cost the school just over $1000 out of its budget and the three mobile electronic whiteboards cost just over $22 000. Funds for the mobile boards came from the federal government’s National School Pride funding grant.

Other initiatives developed by the school include:

- the introduction of Apple computers into the school;
- the installation of a new server in the school; and
- increased use of a range of technology by students eg Comic Life.

Programs for students with additional educational needs

Our school has an active and effective Learning Support Team (LST). This year, an evaluation of the work done by the LST was conducted and the data used to make recommendations to further increase its effectiveness. Information about this evaluation can be found in the Key Evaluations section of this report.

This year we have maintained our commitment to being inclusive of all students. We regularly access support services within the region and those from other agencies external to the DET. These services allow us to meet the diverse needs of our learners. The school uses the skills of speech pathologists, occupational therapists, psychologists, paediatricians and other medical specialists as needed.

Within the school, some major support strategies include:
employment of two teachers aides to support students identified with high needs;

consultation with regional itinerant support teachers for integration, hearing and behaviour to monitor student progress and ensure implementation of effective learning programs for students with high needs;

professional learning opportunities for staff in relation to inclusive teaching practices; and

training of a team of staff in Positive Partnerships to meet the needs of students on the autism spectrum in the school.

Community use of school facilities
Several community groups access and use our school facilities. Activities provided by these groups include Karate instruction, band lessons, dance classes, religious worship and before and after school care.

Environmental education and Sustainability
The school has an active Environmental Education Committee that works to promote the principles of ecologically sustainable development. Strategies implemented include:

- the use of water tanks to capture and store rainwater to irrigate playing fields;
- planting of trees and shrubs during National Tree Day;
- a visit to the school by staff from Bunnings to teach students about sustainability;
- the use of the toner cartridge exchange program to recycle used cartridges;
- a visit from Blacktown Council Waste Watchers program to instruct students in ways to promote recycling; and
- participation by all students in the School’s Clean Up Australia Day.

Progress on 2009 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 first year of the three-year planning cycle.

Target 1
To increase the percentage of students achieving above proficiency standard in reading from 44.6% to 47% in Year 3 and from 12.6% to 21.7% in Year 5.

Some significant improvement in performance occurred in reading especially for Year 5 students.

Our achievements include:
- 29.3% of Year 5 students achieved above the proficiency standard in reading;
- all teaching staff implemented effective strategies from the Programming and Strategies Handbook to improve student performance; and
- targeted professional learning in reading equipped teachers to improve the effectiveness of their teaching in reading.

Target 2
To increase the percentage of students achieving at or above minimum standard in numeracy from 95.6% to 96.4% in Year 3 and from 90.5% to 91.9% in Year 5.

Some significant improvement in performance occurred in numeracy for both Year 3 and 5 students.

Our achievements include:
- 98% of Year 3 students achieved at or above minimum standard in numeracy. This is 1.6% greater than anticipated;
- 97% of Year 5 students achieved at or above minimum standard in numeracy. This is 5.1% greater than anticipated;
- all teachers incorporated the effective use of metalanguage into lessons to improve student performance; and
- all staff were introduced to Newman’s Error Analysis to assist in understanding how students solved mathematical problems as a way of improving student performance.

Target 3
To increase student directed Internet traffic during school hours, measured by the number and times of hits to the most visited websites.

Detailed analysis of Internet traffic reports for the year revealed improvement in student directed Internet use during school hours.

Our achievements include:
- an increase in the use of Internet websites for learning across KLAs and class groups;
• teacher professional learning in the use of wikis, interactive whiteboards, data projectors, digital cameras and video conferencing equipment;
• installation and use of Connected Classroom equipment;
• 20% increase in the number of staff using technology as a teaching and learning tool; and
• purchase of an e-beam for creating an interactive whiteboard using a regular whiteboard.

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 2009 our school carried out evaluations of the Measurement strand of Mathematics and the effectiveness of the school’s Learning Support Team (LST).

Educational and management practice
This year the school reviewed its practices in relation to learning support. This involves all the structures put in place by the school and the LST to meet student need.

Background
The Learning Support Team is a whole-school planning and support mechanism. It is formed with the purpose of addressing the learning needs of students through the coordination, development, implementation, monitoring and evaluation of support programs. Their main function is to ensure the learning needs of students are being met.

Findings and conclusions
The school measured its practices via the LST against the Learning Support Framework. From the Framework it is clear that we have achieved 100% success at the Foundation / School-wide level in the areas of Student Support and Development and Curriculum, Teaching and Learning. This means that the LST:

• holds current information about school / region / community resources available to support student learning and makes it available for all staff;
• reviews / evaluates achievements and areas for future direction as part of the schools management plan; and
• promotes the NSW Quality Teaching Framework and the Effective Teaching and Learning Cycle ensuring that stage teams collaboratively plan for each term to ensure consistency.

Future directions
The school intends to aim for 100% success in achieving the Foundation / School-wide level in the remaining areas of:

• Leadership and Communication;
• Data and Decision-making;
• School Organisation;
• Assessment and Reporting; and
• Parents and Community Access and Participation.

Strategies that we will implement to achieve 100% success include:
• implementing the learning support planning process to meet individual needs;
• ensuring students’ access to the curriculum is enhanced by teachers’ abilities to prioritise content, determine patterns of study, use technology and obtain assistance from support staff;
• the school’s organisational practices reflecting teacher training in disability awareness and use of learning support planning; and
• involving parents in the decision-making processes about their child/ren’s learning especially in literacy and numeracy.

Curriculum
This year the school looked at the effectiveness of teaching and learning in the measurement strand of Mathematics.

Background
Measurement seems to be an area in which students do not excel as evidenced by results in the Measurement, Data, Space and Geometry strand of NAPLAN. Surveys were conducted of students, staff and parents to pinpoint areas of strength and future for development.
Findings and conclusions
Analysis of data gathered indicate positively that:
• 92% of parents believe that learning about measurement concepts is useful for life outside of school;
• 86% of teachers use real-life contexts when teaching measurement concepts;
• 70.7% of Stage 1 students know how to measure length; and
• 82.8% of students in Stages 2 and 3 believe that it is easy for them to measure length.

From the data gained through surveys, the following indicates areas for development.
• 54% of parents indicated that their child needs help to complete homework tasks involving measurement.
• Only 11% of teachers include measurement tasks in weekly homework activities.
• 81% of teachers don’t use technology when teaching measurement concepts.
• 60.5% of Stage 1 students agree that they need help to do maths homework.
• 57.3% of Stage 2 and 3 students indicated that they use concrete materials to help them work out answers.

Future directions
From the information gained, the following recommendations have been made to improve teaching and learning in the area of measurement.
• The school will investigate ways to modify homework tasks so that students are able to complete them independently.
• Teachers will develop measurement activities that can be included in homework tasks.
• Professional learning in 2010 will focus on developing teacher knowledge and expertise in using technology to teach measurement concepts.
• Teachers will make greater use of the Count Me in Too Framework when programming to assist students move away from relying on concrete materials to solve measurement problems.
• Teachers will use Newman’s Error Analysis to help them identify specific areas within the problem-solving process that are causing concern for students.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The school’s self-evaluation committee’s focus for consultation was on teaching and learning in the measurement strand of Mathematics. The main positive findings of the surveys included:
• 92% of parents believe that learning about measurement concepts is useful for life outside of school;
• 80% of parents indicated that they feel comfortable approaching teachers to talk about their child’s progress in learning measurement concepts and 86% of teachers felt comfortable talking to parents about this strand; and
• 92% of teachers teach maths everyday with 86% using real-life contexts when teaching measurement concepts.

The areas for improvement indicated by the surveys include:
• providing parents with ideas on how they can help their child by making maths interesting at home;
• providing parents with information about the measurement strand of the Mathematics syllabus;
• ensuring the school has adequate resources to teach measurement concepts; and
• increasing the types of measurement activities teachers include in homework tasks.

Parents were also asked about their views on how the school supported students learning, in particular, how effective they have found the formation of enrichment and support classes.
• 99% of parents believe their child has benefited from inclusion in an enrichment or support class.
• 100% of surveys returned by parents whose child was in a support class indicated that they discussed their child’s learning needs with the teacher.
• 99% of surveys returned by parents whose child was in an enrichment class indicated that the work set for students was appropriate.

Areas for improvement in learning support include:
• informing parents of the range of support programs that are available in the school; and
• providing information as to how students are selected for placement in enrichment and support classes.

Professional learning
Teachers at Minchinbury PS participate in planned professional learning sessions at school each fortnight as well as during school development days each term. Teacher professional learning sessions this year have included:

• the Best Start Assessment program for Kindergarten;
• the use of Web 2.0;
• an introduction to using interactive whiteboards;
• managing students with asthma;
• understanding autism;
• CPR training;
• meeting the needs of gifted and talented students;
• Reading Recovery lesson observations;
• Child Protection update training;
• using Blooms Digital Taxonomy;
• an introduction to Mac – Enchanted podcasts;
• using wikis in the classroom;
• an introduction to using Newman’s Error Analysis in problem solving;
• First Aid / Emergency Care training;
• introducing learning logs / journals using metalanguage;
• navigating the TaLE website;
• developing and implementing PBL – Classroom Universals; and
• using reading strategies from the Programming and Strategies Handbook.

Opportunities also exist for staff to attend training courses provided by the DET at both regional and state levels. As of 30 November 2009, $14 302 was spent on teacher professional learning. External courses attended by teachers were mostly in the areas of technology, syllabus implementation and student welfare.

Each week a useful website is published in the staff bulletin - Minchinbury Moments. Wikis have also been set up for professional discussion on a range of topics.

School development 2009 – 2011
This year a new strategic plan was developed and implemented, incorporating new three-year targets and annual targets. The school has developed strategies to achieve targets identified in the 2009 – 2011 School Plan.

Targets for 2010
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 2010 will focus on improvement in reading, improvement in overall numeracy and the use of technology as teaching and learning tools.

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.

Detailed analysis of NAPLAN results in reading revealed the need to improve student performance in this area.

Strategies to achieve this target include:
• the use of SMART data to identify student strengths and areas for improvement in reading;
• the development and implementation of a consistent approach to programming in reading;
• explicitly teaching modelled, guided and independent reading across the school; and
• implementing reading strategies from the Programming and Strategies Handbook.

Our success will be measured by:
• monitoring of teaching and learning programs by supervisors;
• the record of schedules, notes and meeting minutes from stage team meetings and planning sessions;
• 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 at or above the minimum standard in numeracy from 94% to 95.3% in Year 3 and from 92% to 93% in Year 5.

Detailed analysis of NAPLAN results in numeracy revealed the need to improve student performance in this area, especially in relation to problem solving.

Strategies to achieve this target include:
• the use of SMART data to identify student strengths and areas for improvement in numeracy;
• explicit teaching of mathematical metalanguage;
• the inclusion of Working Mathematically processes in class lessons;
• focused teacher professional learning in Mathematics targeting reciprocal numeracy, Newman’s Error Analysis and technology to support numeracy development; and
• each stage conducting a Maths Fun Day every semester to provide practical application of measurement strategies.

Our success will be measured by:
• class-based assessments;
• data provided by NAPLAN;
• monitoring of teaching and learning programs by supervisors;
• records of error analysis;
• the record of schedules, notes and meeting minutes from stage team meetings and planning sessions;
• a 50% increase in the number of staff using technology to support learning in numeracy; and
• evaluations of professional learning sessions and attendance records.

Target 3
To increase the use of interactive whiteboards (IWBs) as teaching and learning tools from 13.5% to 50%.

The school has organised for the purchase of three portable electronic whiteboards for installation at the beginning of the 2010 school year. This will allow for greater use of technology as a teaching and learning tool.

Strategies to achieve this target include:
• focused teacher professional learning in technology during Term 1 to support the implementation of IWBs as a teaching and learning tool;
• focused teacher professional learning in technology during Term 2 to support the use of software that can be used with IWBs;
• the purchase and use of a portable set of laptops with wireless Internet capabilities; and
• the development of a booking system for the provision of shared and equal access to the library computer lab, portable laptop lab and mobile IWBs.

Our success will be measured by:
• monitoring of teaching and learning programs by 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: