2010 Annual School Report
Madang Avenue Public School

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

Students
The students at Madang Avenue are encouraged to be active participants in their learning and to work collaboratively with other students and their teachers to achieve quality learning outcomes. Individual achievement is recognized and celebrated by the student population.

Staff
Teamwork is fundamental to staff performance and the staff at Madang Avenue work together as teachers and as learners. All members of staff are committed to maximising student learning outcomes by improving their own skills to engage students in quality learning programs.

Significant programs and initiatives
The school receives funding through Priority Schools Programs. This funding allows the school to focus on key areas to improve student performance. In 2010 these areas included transition to, through and from primary school and a continuation of literacy learning teams.

The professional development of teachers is a key component of all programs and significant resources are allocated to develop the skills of the teaching staff. The school endeavours to maximise the involvement of parents and carers in the education of their children.

Student achievement in 2010
In the 2010 national assessment program students were over-represented in the lower bands and under-represented in the upper bands for Literacy and Numeracy in both Year 3 and Year 5. While similar to SSG performance, this level is significantly below that of State and Region. Students in Years 3 and 5 performed better in writing than the other substrands of English and performed better in Literacy than in Numeracy.

Messages

Principal’s message
Improving the quality of teaching continues to be the highest priority for all school programs. During 2010 the staff worked hard to extend their skills in the most effective ways to improve the performance of their students. Student performance has improved in a range of areas as a direct result of this effort.

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.

Meredith Myers

P & C message
During 2010 the P & C participated in a number of school activities and continued to explore ways to encourage the involvement of more parents.

The Year 6 farewell dinner which is fully funded by this group was held at the Mt Druitt Workers Club and was a great success.

I would like to thank all parents who assisted in any way during the year.

Evon Vernon-Woods

Student representative’s message
We are very proud of our school because the teachers challenge us to do really hard work and when we do well we receive praise for our achievements.

My school gives me the chance to participate in many different activities at school and representing the school. Teachers give up their own time to train us in sports, debating, dance and choir and students have the chance to do well in all areas.

Solomon Fiaalii
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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>208</td>
<td>177</td>
<td>164</td>
<td>145</td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>151</td>
<td>150</td>
<td>149</td>
<td>151</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>School</td>
</tr>
<tr>
<td>2008</td>
<td>School</td>
</tr>
<tr>
<td>2009</td>
<td>School</td>
</tr>
<tr>
<td>2010</td>
<td>School</td>
</tr>
</tbody>
</table>

Management of non-attendance
Students are encouraged to attend school and to fully access the learning program available to them. The school works with individual families to overcome any issues of non-attendance and to provide support when necessary.

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.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1V</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4SS</td>
<td>4</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5/6QL</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5/6QL</td>
<td>6</td>
<td>1</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>1</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>PKS</td>
<td>K</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes
The school was structured into mainly single grade classes in 2010. The preschool has two classes each with 20 students, and three support classes with a combined enrolment of 24.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teachers of support classes</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>31.8</td>
</tr>
</tbody>
</table>

The Indigenous community is represented by two members of staff.

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>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</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.

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$115,263.53</td>
</tr>
<tr>
<td>Global funds</td>
<td>$195,360.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$344,465.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$51,722.45</td>
</tr>
<tr>
<td>Interest</td>
<td>$12,190.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$17,148.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>$47,616.70</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$783,767.91</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$74,531.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>$12,813.97</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$11,316.49</td>
</tr>
<tr>
<td>Library</td>
<td>$8,581.22</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$279.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$338,697.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$5,390.47</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$42,877.18</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$34,221.63</td>
</tr>
<tr>
<td>Utilities</td>
<td>$30,237.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$75,490.46</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$12,601.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$53,009.28</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$700,048.87</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$83,719.04</strong></td>
</tr>
</tbody>
</table>

The balance carried forward includes funds retained to pay the salaries of teachers and support staff employed through Priority Schools funding.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

The EnviroMad Art Show was held during Term 3 to reflect the Year of Sustainability with contributions from all classes. Class themes included recycling, caring for the environment, pollution and waterways. A variety of artworks was created to educate the audience in ways to care for the environment. Artistic representations included 3D solar powered cars, jewelry made from paper, a sustainable homestead and community vegetable gardens.

The art show was attended on at least one occasion by over 85% of all families. Comments in the guest record indicate how positively this show was viewed by the community.

Sport

Highlights of the 2010 sporting year included the participation of Isaiah Mahe at an area level in swimming and Brian Too and Natarsha Tasilimu in athletics. Six students represented the school in cross country with Samantha and Tiarna Wild earning age champion awards.

The basketball teams competed in a gala day at Penrith where the girls won the championship. The rugby league team was runner up in the grand final of the Greg Alexander Shield.

School teams competed in PSSA AFL, volleyball, touch football and soccer. The boys touch football team was runner up in the grand final.
Premiers Spelling Bee

The school held elimination spelling events for students in Years 3 to 6 to choose representatives from each stage to compete at other schools. A great deal of enthusiasm for spelling was demonstrated during these events.

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)

Literacy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Percentage of students in bands: Year 5 spelling

Band
- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 5 numeracy

Band
- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

Band
- School
- SSG
- State DET
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 achieving at or above minimum standard at our school |
|-----------------------------------------------|---|
| Reading                                       | 85 |
| Writing                                       | 84 |
| Spelling                                      | 74 |
| Punctuation and grammar                       | 79 |
| Numeracy                                      | 83 |

| Percentage of Year 5 students achieving at or above minimum standard at our school |
|-----------------------------------------------|---|
| Reading                                       | 69 |
| Writing                                       | 73 |
| Spelling                                      | 76 |
| Punctuation and grammar                       | 73 |
| Numeracy                                      | 78 |
**Significant programs and initiatives**

**Aboriginal education**

The extension of skills in writing has been a focus of programs with Aboriginal students. Results indicate a significant improvement in this area for students in both Year 3 and Year 5. Aboriginal students outperformed students in the school education group by an average of 38 points in Year 3 and an average of 9 points in Year 5.

While a similar comparison showed results in numeracy for both years to be slightly higher, it was in the areas of space, measurement geometry and data that improved performance was significant. This can be attributed to the implementation of a more dynamic practical approach to the teaching of maths across the school.

**Multicultural education**

Through a study of countries, cultures and world events students are accessing a curriculum with multicultural perspectives. Attention is given to opportunities to develop understanding of cultural, linguistic and religious difference. Emphasis is given to respectful and valued relationships.

English as a Second Language programs reinforce a recognition of specific needs and the value of inclusivity.

**Respect and responsibility**

The Student Representative Council is significant in promoting identified school values resulting in a strong link between values, respect, responsibility and leadership.

During 2010 the program to foster the strengthening of respect and responsibility was consolidated. The continued focus of this program was the explicit teaching of values in all classes.

**Connected learning**

Year 6 students and students from the support classes participated in Claymation workshops during the year. These workshops provided students with the opportunity to use software to create their own stop motion animated videos. Students developed a video representing their own storyline and characters through capturing images on a webcam and adding music and backgrounds.

Students demonstrated a high level of enthusiasm for this activity and a level of technical skill which exceeded expectation.

**Priority Schools Programs**

PSFP and PAS funding enabled the school to continue its focus on supporting students in the transition through key points in their education. This included the areas of school readiness and the transition between Stages 1 and 2.

The lesson study collaborative model of professional development was utilized to provide a framework from which individual teachers could develop their professional confidence to share with and learn from one another. This led to a shared understanding of what constitutes quality teaching and the defining of explicit quality criteria for assessing student performance.

**Progress on 2010 targets**

**Target 1**

**To improve student performance in literacy**

Our achievements include:

- At the beginning of Semester 2 Best Start data showed at least 50% of Kindergarten students were performing at Levels 0 or 1 for all aspects of literacy and 23% at Level 0 in all aspects;

- By the end of the year 77% of Kindergarten students were reading at or above reading recovery level 8 and 83% have improved by at least 5 levels and 54% of Year 2 students were reading at or above level 20;
- 75% of Year 3 students performed above Band 2 in national literacy assessments;
- 21% of Year 5 students performed above Band 6 in national assessments in spelling and grammar and punctuation; and
- Scaled growth scores in literacy for matched students were at or above state level in all areas.

**Target 2**

*To improve student performance in numeracy*

Our achievements include:

- 65% of Year 3 students performed above Band 2 in national numeracy assessments with 17% achieving above Band 4;
- 67% of Year 5 students performed above Band 4 and 9% above Band 6;
- Average scaled growth scores were below state level; and
- Indigenous students in Years 3 and 5 performed well above the average performance of Indigenous students in Mt Druitt.

**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 Leadership and Student Engagement.

**Educational and management practice**

**Leadership**

*Background*

It is a priority of the school to develop the leadership potential of all staff. A clear understanding of the elements of effective leadership and how this applies at a school level is essential sustained growth in this area. All teachers completed the National Partnerships survey on leadership.

*Findings and conclusions*

Survey results reveal that teachers believe leaders at the school:

- have a good relationship with the teachers and community; and
- model commitment to school improvement.

The survey revealed leaders would be more effective if they:

- encouraged staff to constructively challenge educational practice;
- encouraged staff, students and parents to take leadership roles at the school;
- encouraged teachers to reflect on their practices; and
- ensured that all groups within the school community develop the statement of school’s purpose.

**Future directions**

All teachers will be participating in the Team Leadership for School Improvement in 2011 as part of the Low SES National Partnerships program. This will provide an opportunity for these ideas to be fully explored and for all teachers to see themselves as potential leaders.

**Curriculum**

**Student Engagement**

*Background*

The lack of sustained student engagement in learning has been identified as an area of concern for a number of teachers. This key evaluation attempted to analyse the degree to which this problem exists across the school and to determine perceptions on effective teacher interventions in this area.

*Findings and conclusions*

The following elements were identified as key factors in enhancing student engagement for each group of stakeholders.

For teachers:

- Stimulating lessons with interactive hands-on real life contexts and involving relevant content and resources at an appropriate level;
- Student based enquiry learning;
- Positive relationships with students with effective behavior management; and
- Provision of feedback on progress.
For students:
- Self esteem and a positive attitude;
- Positive relationships with teachers; and
- Motivation and an interest in learning.

For parents:
- Support from home; and
- Fitness and nutrition.

**Future directions**

All aspects identified as significant for teachers are identified within the quality teaching framework. Professional development within this area will continue to be a priority in 2011.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. School map data on Learning indicates that teachers, parents and students believe the school provides learning opportunities within a stimulating and secure environment with a wide range of resources and equipment available to assist learning. Students do however think that sometimes teachers do not plan interesting lessons. Quality teaching survey results reveal that teachers believe their lessons are appropriate to the needs and interests of students and build on their background knowledge.

This data also demonstrates that teachers think students neither take responsibility for their learning nor reflect on their learning and engage in self-assessment. This is not the perception of students and parents of whom more than 50% believe these occur almost always or usually. Perhaps this indicates a lack of communication between the staff and parents on this issue or possibly a lack of understanding about what it means for students to take responsibility for their learning and conduct self-assessment.

Students believe they do their best and take pride in their learning and understand this is what the school expects of them. School Map data on Teaching reveals that students most strongly feel that what they learn is important, and their work is important enough for the teachers to keep records and samples.

**Professional learning**

Teaching staff participated in a range of professional development activities designed to encourage them to critically reflect on their own teaching practice and that of other teachers. This practice will be extended and strengthened in 2011 with all teachers participating in the Team Leadership for School Improvement program.

Thirty-seven teachers participated in professional learning activities which included:
- Best start training
- Catch Up Literacy training
- Sensory Regulation
- Peer Mentoring
- Anti-bullying policy and strategies
- Leadership development
- Humour
- Interactive whiteboards
- Mathletics

The average spending per teacher on professional learning was $1250 and total school expenditure in this area was $46250. This figure includes the professional learning component of the Priority Schools Programs. School development days were utilized by staff to collaborate in the development of teaching and learning programs and associated assessments in all key learning areas. All teachers participate in these activities. Four new scheme teachers are working towards accreditation and one teacher maintaining accreditation at Professional Competence.
School development 2009 – 2011

The school continues to demonstrate progress towards meeting its targets.

Targets for 2011

Target 1

To improve student performance in literacy

The school aims to increase the level of literacy achievement for all students in line with regional targets and to diminish the gap in achievement between Aboriginal students and all students.

Strategies to achieve this target include:

- Implementation of the Early Learning Framework;
- Development of early literacy intervention plans with the support of the Best Start leader; and
- Continued professional learning and peer mentoring for all teachers to apply quality teaching practice to the teaching of literacy.

Our success will be measured by:

- Improved performance to 85% of Year 5 students performing above Band 3 and 45% of Year 5 student performing above Band 5 in Reading and Writing;
- Improved performance to 85% of Year 3 students performing above Band 2 and 35% of Year 3 students performing above Band 4 in Reading and Writing;
- 95% of Kindergarten students achieving Cluster 4 in Reading and 100% in Phonics;
- 85% of Year 2 students demonstrating self-correction strategies when reading and 90% achieving Cluster 8 in phonics.

Target 2

To improve student performance in numeracy

The school aims to increase the level of numeracy achievement for all students in line with regional targets and to diminish the gap in achievement between Aboriginal students and all students.

Strategies to achieve this target include:

- Joining Early Numeracy Project; and
- Additional training for staff in the analysis of student data and the associated development of learning programs; and

Our success will be measured by:

- Improved performance of Year 5 students from 85% to 90% performing above Band 3 and from 35% to 40% performing above Band 5;
- Improved performance of Year 3 students from 66% to 75% performing above Band 2 and from 17% to 25% performing above Band 4; and
- 100% of students identifying numerals to 100 and 75% of students counting on and back by end of Stage 1.

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.

Meredith Myers Principal
Samantha Gillard Assistant Principal
Melissa De Ruyter Assistant Principal
Valentina Lekov Teacher
Elizabeth Farnham Teacher
Evon Vernon-Woods Parent
Marianne Keith Parent

School contact information

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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: http://www.schools.nsw.edu.au/asr