Our school at a glance

**Students**

Students at Madang Avenue are enthusiastic about and energetic in all aspects of their schooling. From students in the two preschool classes to Year 6 including the three support classes there is a clearly distinguishable feeling of optimism about the future and their potential achievement.

**Staff**

The teaching and support staff represent a diverse group of varied experience and talent. They collaborate to provide all students with a range of excellent learning programs.

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

**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 2009 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 2009**

Student performance in literacy and numeracy was consistently high across the school in 2009. The performance of students from preschool to Year 6 indicated that students in all classes were more engaged with their learning and had a raised expectation for their own achievement.

An exceptional cohort of students in Year 3 achieved outstanding results in national and school assessments by almost reaching state level in reading and writing and by exceeding state level in numeracy. These students have been achieving way beyond expected levels since beginning school and confirmation of their continued learning growth was well received.

Students in Year 5 demonstrated that they had made significant gains since Year 3 with improved performance exceeding state level in literacy and almost reaching state level in numeracy. In both years performance in grammar and punctuation did not match that in other areas and this area will be targeted in 2010.

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**Messages**

**Principal’s message**

Madang Avenue Public School continues to deliver quality learning outcomes for its students. Through the efforts of the dedicated and hard working staff, student learning continues to meet increasingly challenging targets. Students at Madang have developed an enjoyment of learning and a pride in achievement which enhances individual and group performance.

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 and/or School Council message**

During 2009 the P & C participated in a number of school activities. Meetings of the P & C were attended by a very small group of parents who endeavoured to find ways to increase parent involvement in school programs.

The Year 6 farewell which is fully funded by this group was held at St Marys Leagues Club and was a great success.

Meetings of the P & C are held on the fourth Wednesday of each month at 9.00am.

Evon Vernon-Woods

**Student representative’s message**

The Student Representative Council is made up of representatives from all classes in the school who meet regularly to discuss ways to improve the school, raise money for charities and to design fun activities. One of our most important jobs is to talk to our classmates about their ideas for our school as they are the people we represent.

As SRC representatives it is one of our roles to demonstrate the values we are learning about. During the year we raised money for the Bushfire appeal and sports equipment for the school.

Jessica McNee
School context

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

Student enrolment profile

Student attendance profile

Management of non-attendance
Students are encouraged to attend school and to fully access the learning program available to them. The school endeavours to work 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1K</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2HG</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3 LM</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>5/6 P</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>5/6 P</td>
<td>6</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>PKC</td>
<td>K</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Structure of classes
Due to variations in grade enrolments classes were formed as a mixture of single grade and multi-grade groups. In addition to these classes, the school has two preschool classes each with an enrolment of 20, an autistic class with an enrolment of 7 and two classes of students with moderate intellectual disabilities each with an enrolment of 10.

2009 attendance in each grade
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13.3</td>
</tr>
<tr>
<td>Teachers of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Support Teachers Learning Assistance</td>
<td>2.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>34.9</td>
</tr>
</tbody>
</table>

The Indigenous community is represented by two staff members.

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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>115 115.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>249 310.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>361 328.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43 711.88</td>
</tr>
<tr>
<td>Interest</td>
<td>8 536.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 391.29</td>
</tr>
<tr>
<td>Canteen</td>
<td>45 363.90</td>
</tr>
<tr>
<td>Total income</td>
<td>836 757.98</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas 82 305.77
  - Excursions 7 724.18
  - Extracurricular dissections 8 706.83
  - Library 8 000.21
  - Training & development 332.70
  - Tied funds 382 248.60
  - Casual relief teachers 4 085.51
  - Administration & office 85 647.52
  - School-operated canteen 27 228.95
  - Utilities 32 712.84
  - Maintenance 30 620.61
  - Trust accounts 13 391.29
  - Capital programs 38 489.44

Total expenditure 721 494.45

Balance carried forward 115 263.53

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

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

Achievements

Debating and Public Speaking

The debating team participated in the RA Pickles competition and students from Years 3 to 5 participated and were undefeated through the five rounds. Although they were defeated in the semi-final, the team had demonstrated a consistently high level of performance throughout the competition. Of particular benefit was the opportunity to work independently and as a team while interacting with students from other schools.

Students from Years 3 to 6 also participated in a school public speaking competition in preparation for the inter school competition. This allowed more students to gain experience in the public speaking area.

Fitschool

All students participated in the Fitschool program through which their gymnastic skills showed significant improvement. This ten week program allowed the students and their teachers to implement a graded skill program in gymnastics under the guidance of fully trained and qualified instructors. The program was a source of enjoyment for all as students were working at their own level and showing weekly progress.

Extension groups

This program was implemented with students in Years 2 and 3 with teachers offering courses relating to their particular areas of expertise. These programs included drama, photography, craft, scrapbooking, stamping, technology powerpoints and school grounds improvement.

This program fostered significant community participation, increased student engagement, promoted mentoring relationships and provided an additional opportunity for students to display and discuss their work.

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)
Literacy – NAPLAN Year 3

**Percentage of students in bands: Year 3 reading**

- **Percentage in band**
- **School average 2007 - 2009**
- **LSG average 2009**
- **State average 2009**

**Percentage of students in bands: Year 3 spelling**

- **Percentage in band**
- **LSG average 2009**
- **State average 2009**

**Percentage of students in bands: Year 3 writing**

- **Percentage in band**

**Percentage of students in bands: Year 3 grammar and punctuation**

- **Percentage in band**
- **LSG average 2009**
- **State average 2009**
Literacy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5
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 and above minimum standard |
|--------------------------|------------------|
| Reading                  | 98               |
| Writing                  | 95               |
| Spelling                 | 95               |
| Punctuation and grammar  | 93               |
| Numeracy                 | 98               |

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|------------------|
| Reading                  | 90               |
| Writing                  | 88               |
| Spelling                 | 83               |
| Punctuation and grammar  | 81               |
| Numeracy                 | 90               |

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

During 2009 a program to foster the strengthening of respect and responsibility was implemented. The focus of this program is the explicit teaching about values across the school.

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

Priority Schools Programs

PSFP and PAS funding allowed the school to focus on transition strategies to limit disruption in learning for students in their movement from preschool to school, between infants and primary grades and from primary to secondary school.

Teachers are continuously developing their professional knowledge as they seek innovative ways in which to improve the learning outcomes of the students. In each program additional staffing allowed teachers to explore effective strategies in restructuring the learning environment and modifications to teaching to fast track successful transition.

The results achieved in the infants to primary transition initiative for students in Years 2 and 3 included significant improvement in both years for reading and spelling performance and reading comprehension levels. Attendance in Year 2 was significantly higher than other grades indicating a higher level of engagement for these students.

Significant programs and initiatives

Aboriginal education

During 2009 individual learning plans were implemented for all Aboriginal students in an effort to improve learning outcomes in numeracy. The support teacher in mathematics worked with staff to develop and implement these plans. The improvement for all students was significant as shown in the school’s NAPLAN results.

Students in Year 3 performed above state average for all students in reading and for indigenous students in writing, grammar and punctuation. In numeracy assessments the students exceeded state average performance in all areas.

The performance of Year 5 students achieved greatest success in writing with the average almost reaching state average for all students. In all other areas, performance was below school and state performance for all students but above state performance for indigenous students.
Progress on 2009 targets

Target 1
To improve student performance in numeracy
Strategies to achieve this target included:
- Teacher mentor working with teachers to develop quality learning environments of high expectation and engagement;
- Revision and reintroduction of Count Me In Too within the school; and
- Teacher mentor working with parents and support staff to develop their skills to assist students in their numeracy skill development.

Our achievements include:
- 60% of Year 2 students demonstrating a deep understanding of number operations;
- 88% of Year 2 students demonstrating the counting on strategy; and
- 94% of kindergarten students counting forward to 50 by 1, 2, 5 and 10. 75% are able to count backwards from 30.

Target 2
To improve student performance in literacy
Strategies to achieve this target included:
- Implementation of school readiness program for preschool and beginning kindergarten intervention program;
- Literacy learning teams in years 4 to 6 with bi-terminally focus on a specific substrand of literacy; and
- Utilisation of a mentoring model to extend impact of 3L program to include all kindergarten and year 1 classes and into year Stage 2.

Our achievements include:
- 83% of kindergarten students reading at or above level 5 and 67% reading at or above reading level 8;
- 25% of Year 1 students performing above grade level in writing;
- 52% of Year 2 students reading at or above reading level 26 and demonstrating sound comprehension skills;
- 83% of Year 2 students have improved in reading by at least six levels; and
- 20% of Year 2 students are performing above stage level in literacy.

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 homework and mathematics.

Educational and management practice
Using data to inform planning

Background
Staff expressed a desire to improve their skills to use data to inform learning programs in an authentic way. The role of the numeracy support teacher employed for the year was extended to include working with groups of teachers on the analysis and evaluation of a range of student assessment information to determine its relevance and usefulness for planning further learning.

A range of assessment tools were examined with to determine their appropriateness for analysis and evaluation of the data obtained.

Findings and conclusions
Teachers required significant support in this process. They experienced difficulty when information appeared to be contradictory. Newman’s Error Analysis proved to be a sound starting point as it encouraged teachers to value assessment information relating to the level of processing of the students and not simply at the end result.

This process was consistent with the renewed interest in Count Me In Too strategies and associated professional learning being undertaken. The teachers found that it was possible to gain significant information about the learning of their students and assist each other through a collaborative process to make informed judgements.

Future directions
- The collaborative process will be formalised into a lesson study format for implementation with some teachers in 2010 and all teachers in 2011.
- Questioning styles will provide the basis of the initial lesson studies with the aim of demonstrating the value of the process and the product.
- Research into best practice and action research in the use of questioning will be conducted with some teachers in 2010 and all teachers in 2011.
Curriculum

The teaching of visual arts

Background

Teachers identified concern about the limitations of many visual arts activities which limited the degree to which students were able or allowed to think and produce creatively. The school joined with Creative Arts and PSP consultants and a number of other schools in an attempt to think of ways in which to inspire a higher level of creative thinking in the creative arts and to determine the degree to which this would translate into higher order thinking in other learning areas.

Mathematics was chosen as the area most relevant for investigation in 2009 and the project became a whole school attempt to see the degree to which student outcomes in mathematics and visual arts could be improved if expectations were raised.

Findings and conclusions

Student engagement in and enjoyment of mathematics increased significantly and spread beyond the scope of this study. The students were able to articulate the learning that had taken place and were keen to do so to parents and other students during the art exhibition.

Teachers identified a renewed interest in searching for ways to extend student engagement in the learning of all subjects.

Future directions

- Teachers are keen to repeat the exhibition on an annual basis and to extend its scope to include a wider range of content and processes.
- The whole area of student engagement will become a focus for professional learning in 2010. An attempt will be made to identify key factors in student engagement for different cohorts and to identify links between levels of student engagement and student attendance.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about parent involvement in the school.

Their responses are presented below.

Most parents indicated that all parents should participate more in the education of their children. Specific areas of involvement were almost exclusively limited to participation in fundraising activities.

Teachers indicated that they would welcome the involvement of parents in the development of learning programs and that their assistance is always most welcome in the classroom.

Students in the younger grades were very keen for their parents to be involved at school in any way possible. This enthusiasm was not so evident in the later years with most students being happy for their parents to assist but not necessarily attending the school.

Professional learning

Improving the quality of teaching numeracy in all grades was a significant focus of professional learning in 2009. The employment of a numeracy support teacher for the year provided all teachers with valuable team teaching experience. This support teacher was able to work with groups of teachers according to their level of knowledge and skill in the learning area and to develop a plan for individual and group improvement.

Professional learning funds were used to release teachers to participate in this program and the priority schools program funded the employment of the resource teacher.

Resources to support the teaching of mathematics were reviewed and the collection was significantly improved to allow for teachers to adequately resource their lessons. The support teacher was able to demonstrate in all grades strategies for utilising this equipment to best advantage.

The expenditure of $1550 for each teacher was required to implement this program to improve the quality of the school's numeracy programs.
School development 2009 – 2011
The school is progressing towards its targets for 2011 in literacy, numeracy and connected learning.

Targets for 2010

Target 1
To improve student performance in literacy
The school aims to increase the level of literacy achievement for every student in line with regional targets and to diminish the gap in literacy achievement between Aboriginal students and all students.

Strategies to achieve this target include:

- Early intervention program to target early skill development of preschool and kindergarten students based on AEDI and Best Start data;
- Continued focus on effective teaching for transition at key stages of learning;
- Explicit and directed teaching of literacy in learning teams; and
- Implementation of the catch up literacy program to support reading success.

Our success will be measured by:

- 90% of kindergarten students reading at or above reading level 8;
- 90% of Year 1 students reading at or above reading level 18;
- 85% of Year 2 students reading at or above reading level 26;
- 95% of Year 3 students performing above Band 2 and 50% above band 4 in national literacy assessments; and
- 95% of Year 5 students performing above Band 3 and 50% above Band 5 in national literacy assessments.

Target 2
To improve student performance in numeracy
The school aims to increase the level of numeracy for every student in line with regional targets and to diminish the gap in numeracy achievement between Aboriginal students and all students.

Strategies to achieve this target include:

- The lesson study model of professional development utilised to focus on those aspects of quality teaching framework identified as a priority through self and peer reflection;
- Action research across all grades on the impact of styles of questioning on the engagement and performance of students in numeracy lessons;
- Early intervention program to target early skill development of preschool and kindergarten students based on AEDI and Best Start data; and
- Continued focus on effective teaching for transition at key stages of learning.

Our success will be measured by:

- 100% of students counting on by the end of Year 2;
- 100% of Year 3 students performing above Band 1 and 50% Above Band 4 in national numeracy assessments; and
- 100% of Year 5 students performing above Band 3 and 50% above Band 5 in national numeracy assessments.

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
Elizabeth Farnham Teacher
Valentina Lekov Teacher
Evon Vernon-Woods Parent

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School Code: 4449

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: