2009 Annual School Report
Matraville Soldiers’ Settlement Public School

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

Students
There are 222 students enrolled at the school. In addition a sessional preschool is attached, with a total of 40 students attending in two sessions each day (20 per session).
54 students are from non English speaking backgrounds with 19 cultures represented.
62 Aboriginal students attend the school.

Significant programs and initiatives
Creative Arts is a feature of the school. Music is offered with sponsorship provided by the Australian Children's Music Foundation (ACMF), with weekly music lessons and two large choirs. Major performances are held in conjunction with the ACMF include television appearances, the ACMF ball and other promotions with Don Spencer.

Two dance groups including a highly sought after Koori dance group and 3-6 dance group who perform widely.
Maths Olympiad results provided 3 students in the top 10% of Australasia and a further 2 students in the top 25%
Students participated in the University of NSW competitions with the results being:
English - 36 entries with 9 Credits; and
Mathematics - 33 entries: 2 Distinctions and 7 Credits.
Year 6 students as contestants on ‘Its Academic’
Introduction of a School Learning Support Coordinator to coordinate programs for the diverse learning needs of students.
$2 000 000 in Building Education Revolution funding towards new classrooms, computer room and hall upgrades. In addition, the ICT network was upgraded with over 70 computers, 6 Interactive Whiteboards and enhanced software to deepen the affect upon student learning. The school was also able to improve its bell, public address and emergency systems.

Student achievement in 2009
The second year of the National Assessment Program for Literacy and Numeracy (NAPLAN) was undertaken at the school.

Literacy - NAPLAN
Data from the testing held in May 2009 indicated that 95% of Year 3 students achieved at or above the national minimum standard.
96.75% of Year 5 students also achieved at or above the national minimum standards. The school has developed a trend for adding value to student literacy achievements from Year 3 through to Year 5. For 2009 the school had a strong performance in spelling and writing. In particular, the school has again demonstrated strength in the teaching of literacy to boys with a continued growth trend across all aspects of literacy.

Numeracy - NAPLAN
95% of year 3 students were at or above the minimum national standards. Girls in particular are achieving good results in measurement, data, space and geometry. This is also true for all indigenous students.
94% of year 5 students were at or above the minimum national standards. A particular strength for the school is the growth in students in the second band of numeracy, number, patterns and algebra.

Messages

Principal's message
The school has as its goal ‘providing quality education aiming for excellence for all students in a caring and supportive environment’.
This statement reflects a journey, for which when the reports from previous years are viewed; the school continues to demonstrate success. It is a journey where each school year provides its highlights and challenges. This report outlines the implementation of the first year of its current three year management plan set down for 2009 - 2011.
There were many successes in student achievement that this 2009 report celebrates. In addition, the building program has enabled continual improvements to the modern learning environment where our students continue to undertake their educational journey.
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.

Maurice Johnston
P&C message

A small yet dedicated band of parents supported the school with a variety of activities throughout 2009. Promoting fundraisers such as the mothers and fathers day stalls, trivia night as well as supporting sporting and cultural activities was to make the activities as meaningful as possible for students, parents and staff alike. There is a level of volunteer hours being given to the school that is generally unseen by the community but undertaken by the P&C who want to benefit all students. As a result $14 000 was put to school projects including Interactive Whiteboards and a safer bike storage area.

However, the P&C’s main strength is as a forum to discuss and where possible act upon issues that relate to our students’ education. This year topics ranged from the road safety and student movement around the school, community expectations of wearing school uniforms, student wellbeing through rewards and gifted and talented education.

As P&C president I wish to acknowledge and thank all those who provide the volunteer hours that go into supporting the education of all children in the many different ways that people choose to contribute to education at our school.

Maxine Taylor

Student representative’s message

2009 was the year, along with Jamie Lee; we were able to represent our school as school captains.

This was a role we considered to be one of great honour and responsibility. It was great to finish our seven years at a great school, where we will have life long memories of great teachers and friends for life.

We attended numerous events in our roles as school captains from the opening of the regional school year ceremony through to a community Anzac Day ceremony.

I will always remember my time as school captain with great pride so that when people ask what primary school we went to we will answer ‘Soldiers’ and they will hear the pride in the way we answer!

Daniel Jennings and Jamie Lee Beccerra

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>152</td>
<td>150</td>
<td>150</td>
<td>144</td>
<td>127</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>123</td>
<td>112</td>
<td>111</td>
<td>97</td>
</tr>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>K</td>
<td>91.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>87.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>92.2</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>90.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>88.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>92.6</td>
<td>92.7</td>
<td>91.1</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>4</td>
<td>95.1</td>
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<td>5</td>
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<td>6</td>
<td>94.5</td>
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<tr>
<td>Total</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Declining student attendance patterns for the past four years continue to be a challenge for student and school achievement.

Management of non-attendance

During 2009 systems were put in place to monitor non attendance more closely. A system to inform parents of the large number of partial absences some students were having included daily notes home seeking a written response as well as information being placed upon the student reports.

Seeking reasons for whole day absences from parents were considerably tightened across the school.

Generally, parents were responsive in communicating the absences of students. However, the student attendance was affected by a flu outbreak and parents adhering to the recommended advice to keep children at home.

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.

The school formed 9 classes as well as a sessional preschool. Of the 9 classes four were composite groups.
Structure of classes

<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>1M</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2-3W</td>
<td>2</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>2-3W</td>
<td>3</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4-5L</td>
<td>4</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>4-5L</td>
<td>5</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5-6J</td>
<td>5</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>5-6J</td>
<td>6</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>K-1C</td>
<td>1</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>K-1C</td>
<td>K</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Pre-School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.462</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</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>School Learning Support Coordinator</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.622</td>
</tr>
<tr>
<td>Total</td>
<td>19.104</td>
</tr>
</tbody>
</table>

In addition to this table the school employs Support Learning Officers to support student learning. Funding is generally determined each year and on an ‘as needed basis’ through special applications. Under national guidelines the school is to report upon the indigenous makeup of its staff. The indigenous staff includes one full time staff member and at different times throughout the year, three indigenous part time school learning support officers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</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><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>295 160.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>148 598.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>241 205.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76 219.05</td>
</tr>
<tr>
<td>Interest</td>
<td>11 984.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23 723.44</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>796 891.37</td>
</tr>
</tbody>
</table>

| **Expenditure**             | $          |
| Teaching & learning        |            |
| Key learning areas         | 50 546.30  |
| Excurricular dissections   | 10 828.69  |
| Library                    | 9 808.49   |
| Training & development     | 3 863.58   |
| Tied funds                 | 237 219.51 |
| Casual relief teachers     | 36 428.38  |
| Utilities                  | 24 250.56  |
| Maintenance                | 14 062.83  |
| Trust accounts             | 20 357.91  |
| Capital programs           | 39 742.98  |
| **Total expenditure**      | 531 636.12 |
| **Balance carried forward**| 265 255.25 |

The school self managed federal government stimulus funds resulting in $125 000 worth of Tied Funds, known as School Pride funds being spent to maintain existing school facilities, including ICT, plumbing, staffroom, public address systems, tree maintenance and bike safety.

A full copy of the school's 2009 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 2009

Achievements

Arts

2009 was again a stellar year for the Arts at Matraville Soldiers’ Settlement PS. The Arts includes creative education in both visual and performing arenas.

Drumbeat, an evidence based therapeutic intervention program using music, was taught over two days each week in small group situations to stage 3. Students were taught drumming techniques and were guided into ways to organise the sound they produced. The students produced soundscapes to tell a narrative about issues that were important to them. These drum pieces were performed at the school’s Twilight concert.

Our achievements also included:

• Acceptance and participation in Sydney Region Dance festival;

• Participation in Showcase at the Juniors by Aboriginal Dance and Senior Dance groups;

• Participation in Education Week at Westfield Eastgardens by dance groups;

• Aboriginal dancers participated in Woggan-ma-gule on Australia Day at Farm Cove, and at NSW conference for Building Stronger Connections; and

• Year 4 students sang at ACMF Ball at the Four Seasons Hotel.

Throughout 2010 a review of the Arts is being undertaken with a view to enriching student skills, knowledge and experiences in this important Key Learning Area.

Sport

Sport is an integral part of the school. It is well supported by children, staff and the entire community. It plays an important part in the overall structure of the school.

Daily fitness and sports skills sessions are held three mornings a week. 3-6 students rotate through a series of fitness activities over a six day cycle. 3-6 students also participate in PSSA (competitive) games on Fridays. In Term 1 this includes girls’ Softball and AFL for both girls and boys. In Terms 2 and 3 the children compete in Rugby League, Soccer and Netball. The Year 3 children not participating in competitive teams are involved in skill sessions such as Kanga Cricket, T/ball and Oz Tag activities on a rotational basis for Terms 1 to 3. In Term 4 the children not in competitive sports are taken for swimming activities. These activities cater for a range of abilities from non-swimmers to the more competent swimmers.

During the year children, who are non swimmers, were involved in an intensive two week program to develop confidence in the water and improve swimming ability.

The school continued to participate in all PSSA carnivals with great success, finishing second in the point scores in the Swimming, Athletics and Cross Country carnivals.

The school had numerous representatives at Zone level after these carnivals.

Also at a Zone level the school had three representatives in Rugby League and one representative in Girls’ Soccer.

At Area level we had several individuals and relay teams represented in selected Zone teams.

For State competitions there were four representatives chosen for Area teams: one each in Swimming, Girls’ Soccer, Girls’ Touch Football and Athletics.

One student has been selected in the AIS Gymnastics Talent squad in preparations for future Olympics.
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)

Overall Literacy is measured across the elements of reading, writing, spelling, grammar and punctuation.

Aspects of numeracy is measured in terms of number, patterns and algebra, measurement, data, space and geometry.

Literacy – NAPLAN Year 3

37 students participated in the NAPLAN Literacy tests. Challenging results across all areas of Literacy were demonstrated during 2009 for the K-3 Literacy program.

Achievements continue to be made in supporting students from the lower skill bands in reading. However, data reflects that student growth away from the middle bands is not occurring when compared to the three year trend. It must be noted that whilst student overall literacy data within the K-3 program is not to the 2007 results, growth is occurring from years 3-5 when measuring the three year trend data for like school groups and state results. (See page 7)

Two thirds of year 3 students achieved results in the top three bands of writing.

An overhaul of the schools K-3 literacy program is being put into place from 2010.

(See Target 1 page 11)

Numeracy – NAPLAN Year 3

89% of students were in the top four skill bands of numeracy. Once again the school continues to strongly support students in meeting minimum standards with significantly reduced percentage of students in the lower bands compared to like school groups and the state.

Girls’ strengths in measurement, data, space and geometry were positive for year 3.

Literacy – NAPLAN Year 5

34 students participated in the NAPLAN Literacy tests. Overall Literacy results indicate that 90% of students were at or above Band 5 which demonstrates growth over the previous year. 63% of students were in the top three skill bands when combining the results for all elements of literacy development.

Nearly 3/4 of students achieved results in the top three bands of writing, a significant growth in school achievement over previous years. 2/3 of students are achieving results in the top three bands for spelling, grammar and punctuation.

A 4% growth in comparing 2009 results with the three year trend for reading continues to show the school is moving students from the lower to higher skill bands. Reading results for boys continues a two year trend of improvement.

Indigenous students’ overall literacy results demonstrate a significant improvement against state results. (State 438, School 459). Significant strengths particularly in writing (State 430, School 479) and spelling (State 448, School 484) support strong reading results.
Numeracy – NAPLAN Year 5

The school fell just slightly below the state mean. (State 502, School 475). Boys' understandings in number, patterns and algebra are consistent with state results.

81% of students achieved Band 5 or higher. Moving student achievement into the top bands continues to be a priority for the school's numeracy programs.

Indigenous students numeracy results were above the state mean (State 442, School 458) in all aspects.

Progress in literacy

Evidence strongly suggests that the school continues to add value to the reading results of students between years 3 and 5. It is recognised by the community that the data trend the school has established for these students compares favourably to like school groups and state results.

Progress in numeracy

The school has consistently performed above the state over the past few years in adding growth for students in numeracy. However, during 2009 results indicate that these programs were not as effective with growth occurring for the state but not the same level of growth for the school.

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

This school continues to focus on improving literacy and numeracy outcomes for Aboriginal students. Regional Supplementary Assistance (SRA) and Norta Norta funding has allowed us to extend the employment of educational aides to support an extensive literacy and numeracy program. This offers support to our teachers and the Aboriginal Education Officer (AEO) in delivering programs to targeted students determined upon educational need.

The school has a positive reputation for embedding cultural programs into the curriculum. Some of these programs include:

Bemel Gardoo Project

K-2 students participated in several lessons with Mr Dean Kelly from the National Parks and Wildlife Service talking to the students about traditional shelters in the local area.

NAIDOC Day

This year the school rotated through a series of workshops – Aboriginal artefacts woodcarving, bush tucker and Aboriginal art. After lunch the children watched a performance and reflected on what they had learnt during the day. We invited La Perouse Public School to celebrate with us and a number of community members were involved in the activities.

Aboriginal Dance Group

The Aboriginal dance group provides Indigenous students with a genuine opportunity to develop a deep understanding of this aspect of their culture. Students express their culture through dance and deepen the appreciation of all students of Aboriginal heritage. This year the Aboriginal Dance Group performed at:

- Wogganmagule ceremony to open the Australia Day celebrations at Farm Cove;
- Botany Bay National Park to launch the Meeting Place Project;
- Bondi Showcase;
- Ngarandhi (to listen) Project launch. A 3 year Community pilot project targeting young people’s health issues; and
- Various Community and NAIDOC performances.

Several students from years 4-6 were selected for their talent to participate in the Gondwana Indigenous Choir. This included performances in the QANTAS commercial, AFL Grand Final, Carols By Candlelight in the Domain with one student being offered a scholarship with the Australian Children’s Choir.

Koori Dreaming Lessons

26 students from K-6 attend the lessons at Scripture time each week. They learn about Aboriginal Dreaming stories and the morals and messages in the stories.

![Sorry Day 2009 – A Sea of Hands](image)

Multicultural education

20 languages are represented from K-6 with 27% of the total school enrolment from a language background other than English.

All classes integrate multicultural perspectives across Key Learning Areas (KLA) and specifically in units in Human Society and Its Environment.

This year we have had increased numbers of new arrivals. English as a Second Language (ESL) support is provided through two linked specific purpose programs: the ESL Targeted Support Program and the ESL New Arrivals Program.

The ESL teaching allocation to the school for 2009 remained at two days per week.
Respect and responsibility

A “Buddy” system operates with Stage 3 students working with Kinder classes on a weekly basis.

The school continues to focus on its student welfare policy and procedures, to produce a safe and happy learning environment for students. K-6 classes trialled the “Bounce Back” program which focuses upon resilience in students.

The teachers implement mandatory units in Child Protection, drug education and Road Safety. All classes implement anti-bullying programs. Years 5 and 6 attended “Climbing Out” program to support anti-bullying programs.

A data collection system (RISC) tracks patterns of student behaviour.

Positive reinforcement of appropriate behaviour is managed with the school’s achievement certificates and banners.

Good behaviour was rewarded with 19 children attending a concert at the Opera House. Other activities to reward student behaviour included Claymation movie making, the Moran Photographic workshop and class parties.

Other programs

Community Alcohol Project

Stage 3 teachers trialled a pilot project to improve students’ knowledge of alcohol misuse. The trial focused upon using various teaching strategies alongside community consultation, to guide the delivery of a unit of work about drug education.

Stage 3 teachers and support staff participated in stage planning meetings, workshops on the use of the “Message in a Bottle” resource and feedback sessions to gain deeper understandings of the local community.

The local Community was presented with, and were able to comment on information about the planned lessons on alcohol misuse during meetings arranged by the AEO.

Lessons were taught by the classroom teachers and supported by the Aboriginal school learning officers and a support teacher. Work produced by the children was on display in the school hall during NAIDOC day celebrations.

A further Community meeting discussed the outcomes for the children and families. Three teachers, SLOs, Aboriginal children and Aboriginal parents were given the opportunity to comment on the project when a representative of Inca Consulting undertook a review of the project on behalf of NSW DET in Term 3.

It is planned to expand the theme to include tobacco smoking and its effect in 2010.

Progress on 2009 targets

Target 1

Develop an explicit plan for the integration of technology into learning

This was a year of upgrading infrastructure to provide systems and support to better engage students in their learning. The school began to develop staff and student understandings of the technology and its impact upon learning programs.

Our achievements included:

- Installation of 6 interactive whiteboards and video conferencing hardware so that a total of 9 were installed by the end of 2009;
- An overhaul of the computer network to produce stability and consistency for all users;
- Conversion of the school from a Mac platform to a PC environment with 60 computers installed and a new Windows server;
- Creation of a technology room with access for all classes up to 3 hours per week from 2010; and
- Staff Professional Learning activities to improve and consolidate staff teaching skills in the use of technology.

Target 2

To increase the percentage of students reading at or beyond their Stage level at school

2009 saw the entire 2-6 cohort groups formed into ability groups on the basis of benchmarked levels achieved for Year 3 and ongoing Magazine levelling for 3-6.

Our achievements included:

Bettering our projected target of 70% of students reading at or beyond Stage level for three grades using information from the school’s assessment system where each student’s reading level is regularly monitored;

Students working above grade level standards

Year 2 25%  Year 3 26%  Year 4 45%  Year 5 47%  Year 6 39%

Students working at grade level

Year 2 35%  Year 3 37%  Year 4 29%  Year 5 35%  Year 6 39%

Approximately 30 children were allocated additional assistance in Literacy with our STL staff, where they also played a strong supporting role in teaching the Literacy groups through assisting lower achievers and testing other students;
The appointment of a School Learning Support Coordinator’s position within a state wide trial program allowed for greater monitoring of Literacy standards and led to many students being put forward for and participating in external reading programs. During semester two there were six children selected to participate in the intensive Exodus program. In this program students spent the morning session on their literacy skills at the Exodus foundation; and

Expanding a data base (EduPro) of student achievement and analysing it on a regular basis.

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. Our school undertook evaluations in Leadership and English.

Educational and management practice
Leadership

Background
The appointment of a new principal in late April 2009 saw an opportunity to highlight the strengths and challenges in providing leadership for achievement of the 2009-2011 Management Plan. Interviews with staff provided information and a plan for managing the strengths that already exist in the area of school leadership.

Findings and conclusions
The school has a teaching and learning culture for which the staff have a strong sense of ownership. Evidence exists that the staff are willing to be accountable for the achievement of student learning outcomes. Collegiality and mutual respect is a highly valued feature of the relationships that exist in the school. All staff willingly take on leadership roles within the school.

A long term stable staff has existed in the school. However, 2009 saw a casual pool of teachers due to staff retirements and other movement. An opportunity existed to rebuild the permanent staff and embed the strong culture of the school within this group before the next round of retirements.

Future directions
A willingness to constructively challenge educational practice exists in the school. However, the staff is looking for further supported and cohesive ways to include new ideas that improve student outcomes.

Students are looking for increased leadership roles and opportunities within the school.

Curriculum

English

Background
The school has enjoyed strong success in managing to improve the reading outcomes for students. The streamed structure for Years 2-6 played a significant role in meeting the needs of students who were at risk of not meeting minimum expectations. It also allows for differentiation of the curriculum for students who need extension. Reading achievements for the Indigenous students are well above state expectations and holds true for the past 3 years.

Staff interviews revealed that explicit teaching, early identification and support were a particular strength of the school as data informs Years 2-6 planning for individuals and classes. This is reflected in the growth of student skills, knowledge and understandings in reading across Years 3-5 as detailed in the NAPLAN data since 2007 and this emerging trend is an achievement for which the school is proud.

Findings and conclusions
Through the Teacher Assessment and Review schedule (TARS) and data analysis, the following issues were revealed.

The school's approach to literacy, in particular reading, has been extremely successful in moving students from the lower NAPLAN literacy bands to the middle bands indicating the school is performing close to state expectations. However, to consolidate and build upon this growth the school will be developing ways to provide a balanced literacy approach encompassing all aspects of literacy with an emphasis on building a shared language for the use of grammar.

(See Target 1, Page 11)

Data is used by teachers to monitor student achievement and share information although there seemed to be a variety of understandings in how the data is used to inform a continuity of literacy development beyond reading across the school.

An opportunity exists, as we introduce speech therapy, to redevelop the K-2 literacy program to emphasise vocabulary development and the teaching of phonics. In addition, matching the K-2 continuity of literacy development with a balanced 3-6 program will enhance support in the success we have in adding value to literacy achievements.

Drilling down into the results, the growth for girls’ literacy has not been as strong as the rest of the school across all aspects of literacy learning.

However, a consistent positive three year trend exists for boys’ literacy learning.
Future directions

All staff will systematically be trained in the implementation of Accelerated Literacy, an explicit approach to teaching a balanced literacy program.

Kindergarten to Year 1 staff will redevelop a continuity of literacy skills, emphasising vocabulary development and phonics through a speech therapy program in partnership with the University of Sydney.

Consolidating assessment data to track students across all aspects of literacy throughout their schooling will be established. An emphasis on assessing students at key transition points will assist in adjusting learning programs to improve upon student achievements.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents and students about the school. A wide range of areas were surveyed including attitudes to learning, student wellbeing, communication, decision making and school image.

Their responses are presented below.

Overall 97% of students felt safe at school. Further analysis and a revision of practises in 2010 will identify those areas for development to fulfil our aim of a safe and caring learning environment for all students.

80% of both groups indicated that learning was the major priority for the school’s focus. A possible area for development is for the promotion of the variety of extracurricular programs being offered at the school.

Student wellbeing will be a target for 2010. 85% of parents who responded agreed or strongly agreed that the school was a respectful and accepting place which had supportive welfare programs promoting its core values. On average 83% students expressed satisfaction with the variety of well being areas surveyed. The students expressed a desire to see further involvement in decision making (38%) and nearly 50% wanting a further look at the school’s practices with regards to student behaviour.

(Target 2 page 12)

Communication between all staff, students and parents was rated positively by both groups (88% students and 94% parents).

91% of parents described that the school was continuing to provide attractive and well resourced facilities although more could be done to promote its uniform policy by both the school and parents. 86% of students also expressed satisfaction with the school’s image.

Professional learning

The school used the first year of its 3 year management plan to begin to professionally develop staff in targeted areas. Accelerated Literacy training proved to be the major focus for the year with eight teaching staff attending the five day training program. In addition one staff member attended a phonics based course in readiness for a 2010 focus across the early years.

Many teachers took the opportunity to participate in learning opportunities in the use of Interactive Whiteboards. For 2010 a school based learning community to share skills should be the priority.

Support for beginning teachers was diverse with behaviour management courses, district and regional sports participation, as well as three staff participating in a year long program to ‘Bridge the Gap’ in student learning. Various other incidental professional learning programs were undertaken by teaching staff. The school’s participation in a Drug and Alcohol project over two terms was financially supported by the DET. A minimum of $13 118 was committed for an average expenditure of $937 per classroom teacher.

Five professional learning days were held on day one of terms 1, 2 and 3 with the last two days of term 4 for the first time being allocated for this purpose.

In addition many personal hours were provided by staff outside of school to further their understandings. Examples include advancement through University courses or accreditation through the NSW Institute of teachers for the award of professional competence status; leading to the award of a teachers’ certificate.

School development 2009 – 2011

Targets for 2010

Target 1

To increase by 5% the numbers of students working at or beyond each grades’ literacy benchmarks.

Strategies to achieve this target include:

Develop an explicit and systematic plan for the teaching of Literacy from Kindergarten to Year 6.

Implement Accelerated Literacy Years 2 -6 as a part of a balanced literacy strategy;

Implement a speech therapy program concentrating on vocabulary development in partnership with the University of Sydney for K-2 students; and

Professional Development activities highlighting the ‘Boys and Girls Education Strategy’.
Our success will be measured by:
Production of an explicit and systematic teaching and learning program for students across all strands of English;
29% of students achieving growth in the top two NAPLAN bands in all aspects of Literacy; and
77% of all students reading at or beyond stage level in each year level.

Target 2
Increase parent and student satisfaction ratings for the school's wellbeing practices by 10% to over 90% for both groups.

Strategies to achieve this target include:
Implement Positive Behaviour Intervention and Support (PBIS) program to assist students to regulate their own behaviour through consistency in staff practices;
Promote positive student behaviour by building the school's leadership capacity;
Explicit instruction in social skills; and
Improved and consistent behavioural interventions and classroom management.

Our success will be measured by:
Boosting student engagement in learning by increasing attendance;
50% reduction in playground behavioural interventions;
Using student leadership and voices to manage a positive school tone through an active Student Representative Council (SRC); and
Plans are developed based on best practice and data collection and consistently applied by all staff.

Target 3
75% of students produce an end of year DVD demonstrating their improved ICT skills.

Strategies to achieve this target include:
The development of a comprehensive technology plan with explicit integration across all Key Learning Areas;
100% by staff in the use of interactive whiteboards including training in DET supported software, development of Interactive Whiteboard resources and sharing of effective teaching strategies;
Use of student web pages to create student digital work portfolios to act as the school's yearbook;

All staff to evaluate individual ICT skills using Connected Learning Advisory Service (CLAS), develop an individual professional learning plan in ICT and participate in professional learning workshops to build skills in the use of interactive technology including the use of videoconferencing technologies; and
The development and maintenance of a comprehensive website which is responsive to community needs.

Our success will be measured by:
The number of students (Stages 1-3) who use their personal webpage to present a range of technology based learning tasks;
The establishment of student groups participating in special technology projects;
Interactive technology evident in all teaching and learning programs K-6; and
The production of a digital yearbook for 2010.

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: