Soldiers’ Settlement Public School
Annual School Report 2013
School context

Principal’s message

What an amazing year 2013 has been for Soldiers’ Settlement Public School. Our priority is to deliver a broad, high quality curriculum, which focuses on literacy, numeracy, engagement and high expectations for all students. The school provides an inclusive learning environment in which all students are encouraged to reach their full learning potential. Our school motto ‘Strive to achieve’ encapsulates the ethos of our school. Soldiers’ Settlement has highly dedicated staff, who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Furthermore, our school enjoys remarkable support from our parent body and local community.

It has been a privilege to lead and serve the Soldiers’ Settlement Community since my appointment in Term 3, and I look forward continuing and strengthening our school’s already successful reputation and student results.

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.

Polly Palaitis, Principal

P & C and/or School Council message

The Soldiers’ Settlement P&C Association is an Organisation to represent the views of parents and community members in our school. Fundraising for the school is a major function of the P&C. Any parent or member of the school community is eligible to become a member of the P&C and new members are always welcome at our meetings. Throughout 2013 attendances at P&C meetings were consistently good, with some 10-15 people attending regularly. This is a good turnout for a small school such as ours and compares favourably to other like schools. The P&C worked hard throughout 2013 to raise money for the school. Fund raising activities included raffles, discos, weekly ice block sales, barbeques, novelty days (such as crazy sock day) and stalls for mothers’ and fathers’ days. In all the P&C was able to present $13 000 to the school as the P&C contribution to the One Laptop Per Child program. The Uniform Shop is a major enterprise of the P&C. It supplies the school with reasonably priced, good quality uniforms and keeps our uniforms looking consistent. It is conveniently located on the school grounds and is a major source of fund raising for the P&C. An exciting development this year was the arrival of summer shirts and blouses with the school logo embroidered on the pockets. Special mention should be made of the tireless work of Cherie and Paula in making the uniform shop a success. I’d like to thank the hard working P&C members and congratulate them on a successful 2013. Thank you also to our new Principal, Polly Palaitis for her hard work, input and support for our P&C.

MSSPS P&C President, Darren Whitaker

Student representative’s message

2013 was a very busy year for the school with many changes and new faces joining the Soldiers’ Settlement School community. As both captains and students of the school we were honoured to be a part of many new experiences including ANZAC Day Memorial service, Youth Leadership courses and excursions to UNSW to be a part of the ASPIRE Program. Soldiers’ Settlement has given us the opportunity to experience new programs including a world class music program which has formed our very own mini school orchestra. We also had the opportunity to run the school assemblies and were very proud of the student’s participation during these. Being elected School Captain for 2013 was an honour for us and we hope that we have set a great example for the new School Captains. We wish them all the best for 2014.

MSSPS Student Executive Leadership Team

MSSPS Student Executive Leadership Team
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
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<td></td>
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<tr>
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<td>Total</td>
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</tbody>
</table>

Management of non-attendance

Weekly monitoring of student attendance is via an electronic management system enabling us to determine patterns of attendance for all students. Reminder letters are forwarded to parents about outstanding full day absences. Students whose absences are causing concern are individually case managed by the Learning Support Team before making referrals to the Home School Liaison Officer.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.5</td>
<td>94.9</td>
<td>94.6</td>
<td>94.3</td>
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<td>95.6</td>
<td>96.2</td>
<td>94.9</td>
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<td>5</td>
<td>90.9</td>
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<td>94.5</td>
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<td>6</td>
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<td>92.0</td>
<td>94.6</td>
<td>93.1</td>
<td>92.5</td>
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<td>93.8</td>
<td>94.3</td>
<td>94.5</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Workforce information

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

This year a new Principal was appointed, one teacher retired and one teacher took maternity leave.

Workforce composition

<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>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher RFF &amp; Part Time Support</td>
<td>0.72</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.222</td>
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<tr>
<td>Total</td>
<td>17.157</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, Soldiers’ Settlement staffing consisted of one full time Aboriginal Education Officer (AEO), one in-class Aboriginal School Learning Support Officer (ALSO) and two Literacy/Numeracy mentors for targeted students.

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>
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<tr>
<td>Postgraduate</td>
<td>18%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>62%</td>
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</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>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>160,634.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>132,943.77</td>
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<tr>
<td>Tied funds</td>
<td>128,302.84</td>
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<tr>
<td>School &amp; community sources</td>
<td>64,414.18</td>
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<tr>
<td>Interest</td>
<td>5,292.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51,204.65</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>542,791.89</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>42,545.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>8,474.51</td>
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<tr>
<td>Extracurricular dissections</td>
<td>10,186.02</td>
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<tr>
<td>Library</td>
<td>6,289.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>231.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134,055.52</td>
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<tr>
<td>Casual relief teachers</td>
<td>15,493.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32,874.82</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>42,090.12</td>
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<tr>
<td>Maintenance</td>
<td>19,607.02</td>
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<tr>
<td>Trust accounts</td>
<td>60,277.90</td>
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<tr>
<td>Capital programs</td>
<td>11,248.00</td>
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<tr>
<td>Total expenditure</td>
<td>383,373.31</td>
</tr>
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</table>

Balance carried forward 159,418.58

The canteen is leased through tender to Cooks on Carrington.

A full copy of the school’s 2013 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 2013

Achievements in The Arts

Soldiers’ Settlement has been part of numerous exciting activities throughout 2013. Our partnership with The Australian Children’s Music Foundation (ACMF), the Australian Chamber Orchestra (ACO) and the Royal Australian Navy continued throughout 2013 with great success.

The ACMF has continued the funding for student tuition in music reading, orchestra performances, and class lessons. Various ambassadors from the ACMF have been involved with performances and workshops with the students. Various groups of students were given the opportunity to sing backing tracks which have been recorded to albums for many famous Australian musicians including Delta Goodrem. The school has formed our very own orchestra with students from the string ensemble performing for parents and community members at various times during the year. The school Rock Band has gone from strength to strength throughout 2013 as the students become more familiar with their instruments and the dynamics of the group. Their cover of ACDC’s “Long way to the top” is a crowd favourite. The Royal Australian Navy and Brad Bergen have continued their mentoring role and are making excellent progress. Our Twilight concert was a continued success with the School Hall filled to capacity. Students were so excited to be able to show off their hard work through their performances.
**Achievements in Sport**

Sport is a vital part of the school. It is well supported by the students, staff and the entire community. Fitness sessions are held three mornings a week with the class teacher. The sessions target gross motor skills, modified games, and ball skills. Students from 3-6 participate in PSSA games on Fridays. During Term 1 and 4 this includes Cricket, AFL, girls Softball and School sport. For terms 2-3 all students participate in rugby league, soccer, netball or school sport. We encourage students to try new sports and develop new skills throughout the year.

K-2 participate in a rotational sporting program which covers a range of activities which seek to improve both gross and fine motor skills including throwing, striking, kicking and catching. All Year 2 students were involved in a two week intensive swimming scheme which aims to improve their water safety awareness and increase their confidence in swimming.

The students participated in the school's annual swimming, athletics and cross country carnivals, with many students continuing on to zone, regional and state carnivals.

The school was represented at zone in numerous PSSA sporting events throughout the year including, rugby league, girls and boys softball, netball, touch football and rugby union. During these gala/zone carnivals students from our school have been selected to participate in gifted and talented sports programs around the region. Several students represented the school at regional level for a range of sports including athletics, rugby league and girls and boys softball. We were represented at state level including, rugby league, softball, athletics, and touch football.

**Academic achievements**

**NAPLAN**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Spelling
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Literacy

Percentage in bands: Year 5 Writing

Percentage in bands: Year 5 Spelling
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
**Significant programs and initiatives**

**Aboriginal Education**

A focus in 2013 was to build stronger partnerships between our school, Aboriginal families and the wider community. Steps were taken to inform parents of how our school is working to meet the needs of their children through Personal Learning Plans, cultural activities and support programs where needed.

Our Aboriginal Education Officer provides student and community support as well as supporting teachers and school programs. The Aboriginal Education Learning Support teacher assists with literacy programs from K-6. The ongoing hard work of our AEO and ASLO to work in partnership and consult with the community is to be commended. This has resulted in increased parent support and participation and a positive and productive relationship with the AECG is helping us to meet the needs of our Aboriginal students. Our AEO and ASLO collaborated with the Year 6 teachers to teach a unit of work about the Australian Government with a strong focus on the Aboriginal perspective.

Once a week students of Aboriginal or Torres Strait heritage are able to attend Koori Dreaming lessons on Thursday mornings. During these lessons listen and discuss Dreamtime stories. The students are immersed in learning, practicing and maintaining their culture. We continue to foster relationships between families, teachers and students to develop goals in learning.

**Multicultural education**

During 2013, classroom teaching programs focused on units of work that enrich student’s knowledge of other countries and cultures. Soldiers’ Settlement Public School’s teaching practices recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views. This practice is seen in class programs, community excursions and NAIDOC activities.
Preschool

Our pre-school continues to provide an environment of excellence in education in the Early Years Framework, wonder and delight for our children. We offer a wide range of learning experiences that will encourage children to explore and enrich their creativity, develop their investigating and problem solving skills leading to a greater self-awareness and confidence in their own ability. We have been part of and fully support the ideals behind the National Quality Standard. This Standard is based on clear evidence that the early years of children’s lives are very important for their present and future health, development and well-being. We are laying a strong foundation for beginning their journey through school. Soldiers’ Settlement Preschool is an important part of our community. We have the opportunity to provide the children with positive experiences of school by regularly visiting the library, classrooms and playground.

Involvement of the children and their families in school events such as our Book Parade and NAIDOC week are encouraged. We aim to maintain a positive sense of community within our pre-school by collaborating with families to develop a pre-school culture of trust, security and welcome for all.

National partnerships and significant Commonwealth initiatives

Our focus for Improving Literacy and Numeracy national Partnership (ILNNP) in 2013 was numeracy.

The Improving Literacy and Numeracy national Partnership aims to achieve the following outcomes:

• Improved student performance in target groups, including students from disadvantaged backgrounds and Aboriginal and Torres Strait Island students in numeracy;

• Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of numeracy performance; and improved capability and effectiveness of numeracy teaching;

The development of a whole school approach to numeracy was established and led by the Maths committee. This included the implementation of the Taking off with Numeracy (TOWN) and the Targeted Early Numeracy (TEN) programs. To support the implementation of this program, there was also the purchase of professional resources for classrooms to the value of $5,000. All students were tracked and monitored using the Numeracy K-10 continuum. A support program for students at risk was established for students who were identified as below the baseline data collection for numeracy. We will continue to implement the ILNNP program as part of our numeracy support program for 2014.

Our Achievements

Technology

In 2013, Soldiers’ Settlement invested in the One Laptop Per Child program. This program provides equitable access to technology for students in schools around the world. The staff engaged in fourteen hours of professional development in order to build their skills in the use of this technology. The
laptops are uniquely designed to be durable for younger students and are equipped with a variety of programs unique to the XO computers. Through this program we were able to acquire laptops for every student in kindergarten, year 1, year 2, year 3 and year 4. Teachers implemented the use of the XO’s in their classrooms across a variety of KLA’s by utilising phonics programs, speaking and listening programs, illustrating and publishing written work and researching topics for class projects. Since the implementation of this program, there has been positive feedback from teachers in relation to student engagement. In addition to this, students in years 5 and 6 were also provided with laptops and laptop storage devices. Students at Soldiers’ Settlement are now actively engaged in using 21st Century technology as an integral part of their everyday learning.

Community Reading Program
During 2013, six students participated in a community reading programme on Monday, Tuesday and Wednesdays mornings for 30 minutes each day. Reading volunteers implemented Independent Education Plan which was designed by the Learning and Support Team and classroom teacher to increase each student’s phonemic awareness, sight word vocabulary and fluency. The programme consisted of Johnson’s and Bathurst sight word lists, timed reading at individual benchmark levels and the Jenny Whipp Phonemic Awareness and Spelling programme, all at individual levels. The programme was very successful despite the many changes throughout the year with volunteers changing due to work and family commitments. The children were successful in improving benchmark levels significantly and their sight word vocabulary increased with the individual assistance provided by the programme.

Environmental Education and our Vegetable Garden
Throughout 2013, Soldiers’ Settlement continued with the success of our vegetable garden ‘the veggie patch’. The garden is maintained by Mr Paul Morgan, who is a volunteer from the Sydney Children’s Hospital. Paul offers his time one day a week where he works closely with a chosen group of students. The students help with the garden maintenance whilst learning about the vegetables and the growing process. Students from various classes displayed enthusiasm towards working in the garden, and in turn has resulted in high student engagement in the field of sustainability. The success of the garden allowed the students and their families to purchase the vegetables raising money for various programs around the school.
Positive Behaviour for Learning (PBL) - Learning, Respect and Responsibility

In 2013 we continued to implement the Positive Behaviour for Learning system at Matraville Soldiers’ Settlement Public School developing positive, proactive behaviours to support student learning in the school-wide setting. This has continued to make a significant impact on the general tone of the school. Our students are aware of the school rules and the vast majority of students abide by them on a daily basis which has resulted in a significant reduction in the number of negative behaviour reports in 2013. The consistency in expectations of behaviour is also explicitly taught in conjunction with weekly PDHPE lessons that focus on social skill building, anti-bullying, friendship and safe living. The PBL team met regularly to assess the program and strategies to ensure targets were being met.

Future directions
1. PBL expectations will continue to be explicitly taught across the whole school in line with the school’s welfare policy and PDHPE curriculum.
2. On-going assessment of the PBL program and strategies to ensure targets are being met and students are learning in a safe, supportive and calm environment.
3. On-going staff professional learning and revision of school data collection to improve consistency when responding to student behaviour the across the school.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff analysis of data from NAPLAN
- Parent surveys
- Staff and student surveys

School planning 2012—2014: Progress in 2013

School Priority 1:

15% of students reaching the top two bands in aspects of literacy in NAPLAN by 2014

Outcomes from 2012–2014

- Identify exit outcomes in writing from the English syllabus for Year 6 and backward map key outcomes for each year level so progression between skills are built upon;
- Purchase $10 000 worth of texts, for use K-6, in deconstructing or modeling text features and processes for various text types; and
- Use of rubrics in writing to assist students to identify what makes a good piece of writing and to self-evaluate their writing.

Evidence of progress towards outcomes in 2013:

- Year 3 boys have improved from the 2012 data in the aspect of Reading.
- Year 5 girls have improved and are now above the state average growth in the aspect of Reading.
- Year 3 girls and boys have improved from the 2012 data in the aspect of Writing.
Strategies to achieve these outcomes in 2014

• Implement School Assessment Program (SAP) in literacy;
• Develop staged based assessment tasks;
• Coordinate and ensure an effective program is used to track and monitor each student’s performance and progress;
• Provide TPL in all aspects of NAPLAN data and its use in improving student learning outcomes in literacy and numeracy;
• Ensure all staff access and use the School Measurement, Assessment and Reporting Toolkit (SMART) data to inform K-6 literacy teaching and learning programs according to individual needs as identified by the Data Analysis Skills Assessment (DASA);
• Monitor and evaluate the implementation of NAPLAN data in whole school, stage and classroom planning;
• Ensure all staff use SMART and SAP analysis to inform K-6 literacy teaching and learning.

School Priority 2:

15% of students reaching the top two bands in aspects of literacy in NAPLAN by 2014.

Outcomes from 2012–2014

• Develop explicit teaching strategies across Years 2-6 using accelerated literacy approaches to focus upon modeling how sentences are constructed;
• Provide professional learning for staff to develop deeper understandings of grammar features students need to master across K-6.
• Determine a K-6 developmental pathway for spelling, where students successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological.

Evidence of progress towards outcomes in 2013:

• Year 3 boys have improved from the 2012 NAPLAN data in the aspect of Grammar & Punctuation.
• Year 3 boys have demonstrated an increased growth from the 2012 NAPLAN data in the area of Spelling.
• Year 5 girls have shown growth from the 2012 NAPLAN data and are now above the state average growth in the aspect of Grammar & Punctuation.

Strategies to achieve these outcomes in 2014:

• Prioritise and focus the teaching of programs and practice with targeted Teacher Professional Learning specifically in the areas of Grammar, punctuation and spelling.
• Continue to embed Information and Communication Technology (ICT) into classroom programs to engage students.
• Further develop a collaborative approach to improving outcomes for Aboriginal students in all aspects of literacy.

Professional learning

All staff participated in professional learning activities including our five school development days. These include:

• WH&S training
• PBL
• NAPLAN Analysis
• Collegiate meetings for Principal
• Integration and Special needs support
• LAST/ESES training
• Anaphylaxis training
• Emergency Care and CPR training
• Technology
• TEN Training
• TOWN Training
• Implementation of English Curriculum
• Implementation of Maths Curriculum

As a National Partnerships school we were able to provide ongoing professional learning in the TEN and TOWN program in numeracy.
School Evaluations

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Communication

95% of parents said communication between school and home is effective.

83% of parents believed our communication procedures allow all families to access information.

The weekly Newsletter and Notes continue to be the favoured forms of communication about school events. The School ENEWS app and Social Media site Twitter, however is becoming more popular. Parents appreciate the regular updates and photos in our school newsletter; especially when students are on excursions. Parents value the opportunity to meet with teachers to discuss their child’s education. The most preferred form of communication is Parent/Teacher interviews; however parents also appreciate phone calls when there is an issue or informal conversations at the end of the day.

Future Directions for communication

- Ensure effective communication with all members of the school community.
- Provide parent information workshops for parents/carers in transition to school, understanding homework, literacy and numeracy.
- Enhance student/staff leadership opportunities.
- Continue to build home, school and community partnerships to promote and maintain high expectations for our students and to regularly communicate student achievements.

In 2014 the school will continue to work in partnership with the parents and community to achieve its goals.

Program evaluations - English

Background

English was the curriculum area that was evaluated in 2013. Parents, teachers and students were asked to respond to participation in English as an integral part of their students learning. The information gathered from this survey will provide direction for the implementation of the NSW English Syllabus for the Australian Curriculum and promoting a positive home reading program.

Finding and conclusions

- 88% of students and parents surveyed valued English as a subject area.
- 83% of students surveyed felt that they have improved in English throughout the year alongside 82% of parents surveyed agreeing that their child/children has improved.
- 70% of teacher responses indicated that they were confident and supported with the implementation of the NSW English for the Australian Curriculum in 2014.

Future Directions

English is an area that will be addressed in 2014 through professional development of staff in the implementation of the new English curriculum. The school and the parent community acknowledged that this is an extremely important part of school and parents would like the opportunity to learn more about its implementation through parent information sessions.
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.

Mrs Polly Palaitis, Principal
Mr Luke Ansell, Relieving Assistant Principal
Miss Samantha Cummings, Assistant Principal
Miss Nicole Hume, Teacher
Miss Angela Jokai, Teacher
Miss Rachel Jackson, Teacher
Miss Kim Russell, Teacher
Mrs Vicki Jones, Teacher Librarian
Mrs Julie Butterfield, Preschool Teacher
Miss Jodie Westcott, Teacher
Mrs Melanie Rose, Teacher
Mrs Melanie Vandenberg, Teacher
Mrs Calita Murray, Aboriginal Education Officer

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: