Our school at a glance

Students
Maryland Public School is a vibrant and evolving learning community of over 490 students, their supportive families and a dedicated staff. Our students participate in a wide ranging program of academic, cultural and sporting pursuits whilst learning and upholding the values and beliefs of the wider community.

Staff
Our school has 19 mainstream classes; however we retain a staffing allocation of over 25 teachers. Additional staff are responsible for special programs such as Reading Recovery, learning assistance, library and teacher release. The school also hosts an opportunity class for gifted and talented students, a special education setting, a school counsellor and we are also the home school for an itinerant support teacher (hearing).
A government funding support program provides our school with funding for a number of student learning support officers (SLSO) who assist in classrooms. Various itinerant support staff from the Department are also accessed at various times as student needs dictate. Administrative and general support is provided by four additional ancillary staff.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Along with a firm academic focus, our school offers a range of additional programs that address the wider learning, social and developmental needs of students.
Among these programs are included:
- Music development programs such as junior and senior concert bands, senior ensemble and choir.
- Dance and movement development programs such as our dance troupes for juniors and seniors.
- Many sporting teams and sporting opportunities for individual and team sports.
- Academic enrichment programs for gifted and talented students in the form of class based programs and a special opportunity class.
- Academic support programs in literacy, numeracy and special educational placement.

Messages

Principal’s message
Maryland has a proud tradition of being a student focused learning environment, with a very supportive and involved community. The school observed 20 years of service to the community during 2012 and this was celebrated throughout the year.
We are fortunate to have teaching and ancillary staff, who look to provide a wide range of experiences covering academia, creative and performing arts, sport, environmental and multicultural education. Our school offers a specialised learning environment for students who require additional academic and social support. In addition an Opportunity Class provides a differentiated curriculum for gifted and talented students.
Last year we had nineteen mainstream classes. Our main focus in the early part of the year was on academic progress, with staff continuing to increase the collection of data to drive teaching and learning programs. An increased learning and support allocation in Semester 2 allowed the school to offer additional assistance to students with identified social and academic learning needs. Three staff members used their expertise to take on this important role.
During 2012 we continued to hold events and performances which provided the general community an opportunity to experience life at our school. This was a source of enjoyment for children and families. Activities included our very well attended Grandfriends’ Day, swimming, cross-country and athletics carnival. The school’s ANZAC day commemoration was again supported by Mr Kieren Jeffries, who continued to provide students with access to his collection of memorabilia. This collection was also made available to the local community and the school hall received many visitors to view the display.
Students, both individually and in teams, continued to represent the school in a variety of sports and we were proud of the achievements of all. In Term 4 we were delighted to find that one of our students was named as state captain for the NSW Athletics Team, which travelled to South Australia to compete at a national level.

Our students demonstrated their versatility through their participation in external band and dance performances and a local portrait competition.

Throughout the year student and teacher teams organised activities, enriching our learning environment, celebrating NAIDOC Week, Harmony Day and multicultural and environmental education.

Student achievement was recognised throughout the year with awards being presented during our weekly Friday assemblies. Our students proudly received accolades for success on the sporting field, through ICAS competitions and our own PBL reward system. Students attaining Gold Award status attended the ‘Principal’s Picnic’ during Terms 1, 3 and 4. A number of students attended Callaghan College senior campus (Jesmond) in early Terms 3 and 4 for ceremonies recognising the efforts of exemplary school members. In Term 4, one student and his family travelled to Sydney for the presentation of a University Medal for Science, in recognition of his first place in the ICAS Science competition.

Elections for our student representative teams were held in the middle of Term 4. Staff noted the importance of these roles and the nomination process for House Captains was overhauled in recognition of the responsibility that the positions entail.

The weather was kind for our Annual Carols’ Evening and after a number of wet years we were able to host the event outside under our large COLA. The evening was an enormous success with the local community joining together to support our school.

The formal part of the school year concluded with our Annual Presentation Day. Student and staff achievements were acknowledged and we were extremely fortunate to have in attendance the three principals who have led the school since its foundation. Mr Goodger and Mr Dwyer presented awards, along with Mr Brigden, who at the end of Term 1, took on the role of School Development Officer. This position was initially to be for one term but he remained in the role for the duration of 2012. In his absence I was fortunate to lead the school and was well supported by staff and our school council.

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.

Jacqueline Purcell

P & C message

Maryland Public School P&C has again had a very successful and productive year. This year saw our school celebrate its 20th Birthday and we used this as our theme for this year’s Fundraising Events. Terms 1, 2 and 3 saw our P&C hold junior and senior discos which were well supported and enjoyed by all involved. We are very thankful to Michael James, a parent from our school, who donated his time and equipment.

Our students looked forward to and enjoyed shopping for Mother's Day and Father’s Day at our stalls held in May and August. Raffles were also run in conjunction with these stalls.

A Trivia Night was held in August and was well attended by 80 keen and eager players. A fantastic array of gifts and prizes was on offer and a good night was had by all.

Entertainment Books were again made available and continued to be a popular and well supported fundraising event.

Easter was celebrated in April under clear skies in conjunction with Grandfriends Day. Lots of prizes were given away in our Easter Raffle which continues to be a great success.

The tradition of Carols Night on the first Wednesday in December again proved to be a fantastic event. On a beautiful summer evening, sausage and steak sandwiches kept our hunger at bay and we were treated to some sweet delights of fairy floss, popcorn, slushies and lolly bags.

The school Canteen continues to build on its new menu plan that follows the Fresh Tastes NSW Healthy School Canteen Strategy. We are very lucky to be able to employ a Canteen Supervisor, Amanda Bailey, to run our canteen. Amanda
pides herself to serve high quality food to our staff & students.
Without the hard work and dedication of this year’s P&C Executive and Members we would not have had such a successful fundraising year.
Purchases made with our profits include new air conditioning in all the school’s new classrooms as well as the replacement of nine air conditioners in original rooms. Teaching resources and equipment for classrooms was also purchased. New static signs have been installed around the school boundary fences and a changeable sign was installed near the Boundary Road entry. A sensory garden and play area is planned to be built next year.

Megan Jeffries

Student representative’s message
This year the student executive has worked hard to support fellow students and our school. Members of the Student Executive have happily helped students, staff, parents and visitors when asked.

We have organised weekly assemblies each Friday and assisted with special events throughout the year. These included the opening of the Building the Education Revolution facilities, Grandfriends Day, ANZAC Day, Education Week activities and Kindergarten Orientation.

During 2012 we have represented the school at Leaderslink and the local ANZAC Dawn Service held at Federal Park.

Members of the student executive have been proud to demonstrate our four school values and have enjoyed the duties that we have undertaken.

Tyler Pasterfield and Zac Crowley

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.

Management of non-attendance
Student attendance is rigorously monitored and explanations for absences are pursued as per DEC policy. Where mandatory letters of explanation by parents are not supplied, reminders are issued. Where issued reminders are not acted upon, cases are referred to specialist DEC staff for follow-up. Where a particular student’s attendance is concerning to staff, a range of case management options are exercised including working directly with families or referral to other agencies. The school uses a computerised monitoring system and rigid classroom procedures to track not only attendance, but also late arrivals and partial absences.

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Student Support RFF</td>
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<tr>
<td>Teacher of Moderate Intellectual</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Teacher of Hearing Disabilities</td>
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<tr>
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<tr>
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The allocation of classes for 2012 was as follows:

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<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<tr>
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<tr>
<td>ESG</td>
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</tr>
<tr>
<td>ESO</td>
<td>K</td>
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<td>18</td>
</tr>
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<tr>
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<td>23</td>
</tr>
<tr>
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<td>10</td>
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<td>S1-2C</td>
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<td>15</td>
<td>15</td>
</tr>
<tr>
<td>S3B</td>
<td>5</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One member of staff is Aboriginal and we have an Aboriginal Education Committee which comprises key members of the Aboriginal community of Maryland.

Staff retention

We were sad to bid farewell to Mrs Judy Lock who retired after a long and fruitful career and will be sadly missed.

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>
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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>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>163415.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>263767.85</td>
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<tr>
<td>Tied funds</td>
<td>151125.94</td>
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<tr>
<td>School &amp; community sources</td>
<td>174868.00</td>
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<tr>
<td>Interest</td>
<td>5768.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32370.25</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td>Total income</td>
<td>791316.99</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

| Key learning areas | 39764.78 |
Excursions 17046.13
Extracurricular dissections 82217.85
Library 6401.11
Training & development 1190.45
Tied funds 182205.43
Casual relief teachers 103489.47
Administration & office 71691.83
School-operated canteen 0.00
Utilities 53249.54
Maintenance 38867.12
Trust accounts 30514.74
Capital programs 64755.06
Total expenditure 691393.51
Balance carried forward 99923.48

School performance 2012

Achievements

Arts

In 2012 students were offered a wide range of experiences in Performing Arts to maximise learning opportunities. Key aspects included dance, band and choir.

The dance program was well supported and catered for approximately 90 students each term. The two groups, junior and senior, were under the guidance and tuition of a qualified dance teacher. The junior group catered for students from Kindergarten to Year 2, whilst our students from Years 3 to 6 participated in the senior group. The dance groups performed at a number of in-school and community events during the year and were always well supported. They also entertained a large crowd at the school’s highly successful Grandfriends’ celebration in Term 1 and the annual Carols’ Evening in early December. Additionally, our senior group proudly represented the school at the Hunter Region Dance Festival in July whilst both groups performed for large crowds at The Wallsend Winter Fair.

The school’s Performance Evening was held on the 17 September and attracted a capacity crowd of appreciative parents and family members. All performing arts groups participated in this event.

Band

The band program attracted around sixty participants across the school from Years 2 to 6. Our band program includes affordable tuition from talented tutors Mr Bone and Mr Isaacs in all standard wind instruments as well as keyboard, bass and percussion. Students attend a small group lesson once per week and one band rehearsal per week.

We once again ran separate junior and senior bands with both coming together at the annual Carols Evening at the end of the year.

In 2012, we had the pleasure of inviting Year 6 students to form a small ‘Senior Ensemble’. The ensemble rehearsed each Friday morning and regularly performed at school assemblies, as well as representing Maryland at the Wallsend Winter Fair and Bandfest competition.

The senior bands achievements have been great this year. They performed for Grandfriends Day and Education Week. The band continued their involvement with Bandlink, an initiative with Callaghan College Wallsend Campus, which is provided for Stage 3 students to attend rehearsals and learn repertoire with high school musicians. Our proudest achievement this year was with our bands both receiving highly accomplished grades in the annual Bandfest competition. Our senior band continues to entertain audiences and recently gave a Christmas performance at Maryland Shopping Centre.

Choir

Our choir has been a successful program for 2012. The choir’s participants range from Year 2 to 6 and students dedicate one lunch time per week to practise and prepare for performances. Students performed for Harmony Day, Grandfriends Day and at the Wallsend Winter Fair.

This year we celebrated the achievements of our performing arts students with the very first ‘Jingle Mingle’ event. This event acknowledged all performing arts students in an awards assembly, followed by lunch and mingle with parents, teachers and students.

Sport

During 2012 Maryland Public School offered a variety of sporting opportunities for all students.

Students in Stage 1, 2 and 3 attended Balance Fitness Centre for swimming sessions. Qualified swim instructors taught the students a combination of swimming, and water aerobic skills.
The swimming carnival was held at Stockton Swim Centre with students from Stage 1 to Stage 6 participating in novelty and race events. 40 students were selected to swim at the Crossroads Zone carnival. Students from Maryland went on to represent the zone in the freestyle event and the senior boys’ relay also represented at the Hunter Carnival.

The athletics carnival was held at the Glendale Athletic Centre. Students from Early Stage 1 to Stage 3 participated in novelty and track and field events. Sixty students represented Maryland at the Crossroads Zone carnival. Twenty students qualified for the Hunter carnival with five students competing at state level.

All students aged 8–13 years competed in the school cross country. The students completed the 2 and 3 km course effortlessly. Twenty-eight students participated at the Crossroads Zone Cross Country with six students competing at the Hunter level.

The Sportlink program continued again this year. Sports offered to students in Stage 2 and 3 included; netball, football, T-ball, bench ball and AFL.

Students developed skills in their designated sport during weekly sporting lessons.

The gala days were a great success with positive comments from students, teachers and the wider community.

The senior and junior rugby league team entered the Knights Knockout competition. The teams were unlucky not to qualify for the final series.

The junior boys’ and girls’ touch football teams played a gala day against other schools from the Crossroads Zone. Both teams were successful winning all four games.

Individual sporting efforts included:

- One student represented the State for athletics at the National carnival held in Adelaide. This student was successful in winning the silver medal for discus and the bronze for shot put;
- Two students were selected in the Hunter AFL team; and
- Five students competed in the Hunter athletics team.

Maryland students are very talented in the sporting arena and have gained excellent sporting achievements this year.

Other

ICAS

Students from Years 3 to 6 were again offered the opportunity to participate in the International Competitions and Assessments for Schools (ICAS) in Mathematics, English, Science and Computer Skills. Participation rates overall continue to rise steadily.

In Mathematics, 61 students participated with sixteen credits and four distinctions being awarded.

In English, 67 students participated with eighteen credits and three distinctions awarded.

In Science, 52 students participated, with a significant improvement in participation rates in Year 5 and 6. Results awarded were nine credits, six distinctions and one high distinction.

The high distinction in Science was also a top score for the state with the student being awarded the International Competitions and Assessments for Schools Medal at a ceremony at the University of New South Wales.

In the Computer Skills Competition, 64 students participated. Sixteen credits were awarded, ten distinctions and two high distinctions.

Gifted and Talented

Four students attended the three-day Hunter Regional Gats Camp. The students participated in Mathematics, Science, English and Creative Arts programs. The feedback from students and parents was very positive.

Two students were successful in having a short story published in the School Magazine.

Students from our Opportunity Class participated in the Hunter Regional Opportunity Class Network’s long term problem solving project Thinkfest in Term 4.

Environment

Stage 3 students were offered the chance to be part of an environmental team during 2012. These students managed the collection of classroom recycling on a weekly basis. The environment team also conducted an
environmental audit of the schools waste collection during term 4. During the year stage 3 students had a visit with an officer from Newcastle City Council who presented information about how waste is managed in our city. With the integration of council and private recycling collection students have been able to raise awareness of the need to manage resources wisely.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 3**

The 2012 NAPLAN literacy results for Year 3 demonstrated that in most areas 50% of our students achieved results in the middle two bands. Specifically:

- In reading there has been a 5% decrease in bands 2 and 3 with 51.6% of students performing in bands 3 and 4.
- In writing 65% of our students fell within the top 3 bands with a 35% decrease from 2011.
- In grammar and punctuation 2.9% decrease in band 1 and increase representation in bands 3 and 6.
- In spelling representation in bands 3 and 4 has increased with 50% of students performing within these.

Analysis of these results has highlighted a number of areas for further development, specifically:

- Reading results indicate that more work is needed in the areas of inferential and interpretive comprehension. Explicit teaching of text structure is required to improve literacy outcomes overall.
- In writing further development in text structure, modality and topic language is needed. Greater focus on audience and the purpose of text is also required.
Spelling results reflect a need for work with word families and word building. A targeted and explicit editing program is required.

Grammar and punctuation results indicate that specific attention to metalanguage is a key strategy for development. Students require specific teaching of verbs, with attention to subject agreement and nouns and pronouns.

**Numeracy – NAPLAN Year 3**

The 2012 NAPLAN Mathematics results for Year 3 showed that just over 50% of our students performed in bands 3 and 4. Specifically:

- In numeracy 59.3% of students were represented in bands 3 and 4, a 9.7% increase in bands 1 and 2 and a 19.1% reduction of students performing in bands 5 and 6.
- In number, patterns and algebra representation in bands 3, 4 and 5 has increased from 65.5% to 76.2%.
- In measurement, results demonstrated a 1.8% increase in band 5. 55.9% of students achieved results in bands 3 and 4.

Analysis of these results has highlighted a number of areas for further development. Specifically:

- Students require further work with calculations, particularly addition and subtraction of 2-digit numbers and calculations involving money.
- More work is required on time concepts, including conversions and interpreting the calendar.
- 3D and 2D shapes, viewpoints and area are areas requiring increased development.

**Reading— NAPLAN Year 5**

The 2012 NAPLAN Literacy results for year 5 showed steady results in most areas. Specifically:

- There has been a 4% rise in bands 7 and 8 for reading with band 8 now rising above the state average.
- There has been a 4% decrease in bands 3 and 4 in writing with representation in the lowest band now falling below state average.
- 6% of students have been moved from band 7 to 8 in grammar and punctuation with 60% of all students now achieving in the top three bands.
- In spelling, representation in bands 3, 4 and 5 has reduced with an overall percentage reduction from 48.1% in 2011 to 25% in 2012. The commensurate growth in bands 5, 6 and 7 has resulted in results above state average in all three.
Analysis of the results has highlighted some areas for further development. Specifically:

- In writing, sentence structure, use of quality language and the ability to elaborate on a complex argument require sustained effort.
- Spelling trends show a need for work with prefixes, suffixes, word building and familiarity with more complex vocabulary.
- Reading results show students are experiencing difficulty with high order inferential and thematic comprehension, especially when required to link ideas across different sections of a text.
- In both writing and reading the need to explore themes of audience and text purpose will be key areas to further improvement of learning outcomes.

### Numeracy – NAPLAN Year 5

The 2012 NAPLAN Numeracy results for year 5 showed steady results in most areas. Specifically:

- In numeracy a 10% increase was made in bands 6 and 7 with band 7 now rising 5.5% above state average. A 4.8% reduction was also made in band 3, which is now below state average.
- In patterns and algebra representation in bands 3, 4 and 5 has fallen from 52% in 2011 to 41.8% in 2012 while band 6 had a 10.7% increase to bring it above state average.
- In measurement results reflect an 8.3% decrease in lowest bands and commensurate gains in bands 5, 6 and 7. Representation in bands 6 and 7 is now above state average.

Analysis of the results has highlighted some areas for further development. Specifically:

- Improvement of understanding in patterns and algebra is required to move students from the middle band to upper bands.
- Greater emphasis is required on concepts in time, both conversions and calculations.
- Students require greater experience with spatial awareness topics such as viewpoints, mapping and modeling.
- Graphs and data are areas for development.
- An overall increase in the development of mathematical metalanguage will be required to support student improvements.
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 Maryland Public School in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

The goals of the Aboriginal Education Committee are to improve Aboriginal student outcomes as well as to increase community awareness of Aboriginal culture. The committee met each term to discuss ideas to support the educational goals of all Aboriginal students at Maryland PS.

Our school is a proud member of the Muloobinbah Aboriginal Education Consultative Group (AECG). During 2012 the AECG aimed to increase parental involvement in the development of Personalised Learning Plans for Aboriginal students thus encouraging parent, teacher and student partnerships.

Strategies are in place to support families and students to ensure satisfactory progress. All Aboriginal students have a personalised learning plan which is developed in partnership with parents, students and teachers. This is reviewed accordingly at the end of each semester and student progress is closely monitored in Literacy and Numeracy. Children at risk of not achieving benchmark standards are supported by the Learning Assistance Support Teacher in individual and intensive group work. Attendance is monitored for Aboriginal students to best support their learning.

NAIDOC week was celebrated at the school with two days of Aboriginal activities including Aboriginal sporting games, art, dance and language.

**Multicultural education**

At Maryland Public School we have been involved in a number of activities throughout the year to acknowledge the cultural diversity of our school, community and country. All classes participated in Harmony Day during March 2012. Class activities celebrated the things that make us unique as Australians and share what we have in common. The theme was ‘Everyone Belongs’. Stage 3 learned about Muslims and their faith from students of Newcastle University. Stage 1 and 2 rotated around different class activities. Early Stage 1 decorated paper cut-outs of different people that joined hands and learned a new song. They also learned a Macedonian dance.

In 2012 Maryland Public School took part in the ‘Doing Diversity Differently’ project and the student Multicultural Ambassador Team grew to nine students. The team was made up from students from Year 5 and Year 6. Throughout the year the team was involved in a variety of Multicultural activities. They attended an amazing photographic exhibition by Conor Ashleigh at the Newcastle Art Gallery. The Multicultural Ambassador Team also attended the University of Newcastle for a Multicultural Leadership Day with other student teams. The students were inspired by the guest speaker and the stories from a number of presenters from different countries. On this day activities also included learning a number of traditional indigenous games. During National Refugee Week our Multicultural Team gave a mini-presentation to each Stage 3 class on the topic ‘What is a refugee? At the end of the year the Multicultural team attended another Leadership Conference at the Newcastle Town Hall. They heard from motivational speakers and took part in an African drumming workshop.

**Progress on 2012 targets**

The school has entered the first year of a three year planning phase in 2012. The outcomes and targets were formulated after rigorous self – evaluation of literacy and numeracy programs.
Only the literacy and numeracy targets are published here.

**Literacy targets**

**2012 Targets to achieve this outcome include:**

- Reading achievement for Year 3 students will fall within 2% of state mean with 45% of students in the top 2 skill bands
- Writing achievement for Year 3 students will fall within 1% of state mean with 60% of students in the top 2 skill bands
- Spelling achievements for Year 3 students will fall within 2% of state mean with 55% in the top 2 skill bands
- Grammar and Punctuation achievements for Year 3 students will fall within 3% of state mean with 55% in the top 2 skill bands
- Reading achievement for Year 5 students will fall within 1% of state mean with 35% of students in the top 2 skill bands
- Writing achievement for Year 5 students will fall within 1% of state mean with 25% of students in the top 2 skill bands
- Spelling achievements for Year 5 students will fall within 1% of state mean with 33% in the top 2 skill bands
- Grammar and Punctuation achievements for Year 3 students will fall within 1% of state mean with 35% in the top 2 skill bands

Our achievements include:

- The explicit teaching of comprehension strategies by all staff to assist with planning and programming.
- The establishment of targeted groups based on identified student needs.
- All staff trained in the use of SMART data.
- Internal and external data used to develop teaching and learning programs.
- 31.7% of Year 3 students fell within the top 2 skill bands for reading, 32.8% for writing, 35% for spelling and 35% for grammar and punctuation. These results were well below the targets however, they will be used to determine teaching strategies for 2013.
- 34.3% of our Year 5 students achieved reading results in the top 2 skill bands whilst 16.5% performed similarly in writing.
- 32.3% of students fell within top 2 skill bands in grammar and punctuation.
- 42.6% of Year 5 students achieved results within top 2 skill bands in spelling. These results were well above our school target.

**Numeracy targets**

**2012 Targets to achieve this outcome include:**

- Data, measurement, space and geometry achievement for Year 3 students will fall within 1% of the state mean with 35% in the top 2 skill bands
- Number, patterns and algebra achievement for Year 3 students will fall within 2% of the state mean with 30% in the top 2 skill bands.
- Data, measurement, space and geometry achievement for Year 5 students will fall within 2% of the state mean with 30% in the top 2 skill bands.
- Number, patterns and algebra achievement for Year 5 students will fall within 3% of the state mean with 30% in the top 2 skill bands.
- Scaled score growth in literacy will move from 83-90

Our achievements include:

- In Year 3, progress on targets from 2011 has been limited. In year 3 most students scored in the middle skill bands with 59.3% of students scoring in bands 3 and 4.
- In measurement, space and geometry 18.6% of Year 3 students scored in the top 2 bands as opposed to 34.7% across the state.
- For number, patterns and algebra 20.3% of Year 3 students scored in the top 2 skill bands as opposed to 34.4% for the state.
- In Year 5 progress on targets has been more positive. The number of students scoring in the top 2 skills bands is within 2% of the state. The school had 29.2% of students in these bands while the state had 31.2%.
• In measurement, space and geometry 26.8% of Year 5 students scored in the top 2 bands as opposed to 29.3% for the state.
• In number, patterns and algebra 25.4% of our Year 5 students were in the top 2 bands while 30.9% were in these bands state wide.
• The scale growth across the school from Year 3 to Year 5 has increased from 83 to 86.6, halfway to the target of 90.
• A formal assessment policy remains in place and is consistently refined for most effective outcomes. All staff have been given comprehensive training in the entry of data through SENTRAL and in how to ensure this data drives mathematics assessment and reporting. Ongoing staff training with the features of SENTRAL including the export of information will be required to ensure this strategy continues to produce programs best matched to student needs.
• Staff have been engaged in professional learning on the use of Best Start and SMART (NAPLAN) data both in-school and utilising external consultant support.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school culture and the management of learning.

School Culture

Background

School culture was chosen in response to significant staffing movements and turnover. A variety of evaluative tools were used including SchoolMap surveys, focus groups and written submission to determine the findings.

Findings and conclusions

After analysing data the following findings were apparent:

• Respondents were of the opinion that the school knows about the families and the community which it serves.
• 69% of parents felt that the school was student focused and that striving for personal best was encouraged.

Future directions

Recommendations from the school self-evaluation committee included the following items:

• Orientation of casual staff needs to take place to ensure that student needs are communicated.
• Programs must be in place to enable continuity of learning, especially when classroom teachers have prolonged absences.
• Clear and consistent communication is vital so that the school community is fully informed of matters relating to the school and its students.
• Parents asked for greater consistency in the awarding of school based merit awards to ensure that no student is overlooked.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. A survey was used to source this information with 25% of the community responding.

Their responses are presented below:

• 90% of parents, staff and students believed the school expects students to achieve to the best of their ability.
• 83% of parents, 100% staff and only 70% of students believed students had access to good equipment in order to promote learning.
• 94% of parents, 100% staff and only 60% of students believed their classroom was an interesting place to learn.
• Only 30% of students and 68% of parents believed that their teacher talked to them about their learning. 100% of teachers indicated that the school supports communication between school and home.
64% of parents, 70% of students and 83% of teachers believed people other than their teacher support their learning.

93% of our staff indicated they share ideas with colleagues and that they continually upgrade skills through professional training and development.

80% of students and staff see work samples as a valuable way of determining progress. However only 48% of parents were aware that these samples were used as indicators.

It was apparent from analysis of data that a number of students were unsure when asked to try things in the classroom that were new and different. When presenting new work, teachers must ensure that students have background knowledge and be well supported in their understanding and learning.

Both teacher and student responses suggested that the balance of independent and group learning activities needed to be addressed. Teachers will need to reflect on teaching practices, in order to enable all students to maximise learning opportunities.

Additional comments conveyed through the survey indicated that communication between home and school requires attention and an area for improvement.

Anti-bullying strategies were an area of concern for the community and an area for improvement in 2013.

Professional learning

In 2012 professional learning undertaken by the staff aligned with the school management plan and individual professional learning plans. Teachers attended fortnightly Teacher Professional Learning meetings as well as courses and conferences at local and regional levels.

In 2012 professional learning focused on quality teaching and improving student performance in literacy and numeracy. This included professional training in explicit comprehension strategies (L3) Literacy, Language and Learning, Reading Recovery and entering data on school systems. Stage 2 staff participated in The University of Newcastle ‘Understanding Mathematics’ program. Stage 3 staff participated in the ‘Transition of Pedagogy’ project with Stage 3 and 4 staff from Callaghan Education Pathways group.

Additional professional learning included the ‘Fun Friends’ and ‘Got It’ welfare programs supported by Hunter New England Health, Out of Home Care, Children in Trauma and on-line training program ‘Managing Challenging Behaviour’.

Compliance training was conducted in Emergency Care, Anaphylaxis and Child Protection.

Professional learning has supported the achievement of school targets and has significantly improved classroom practice across the school.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy Outcomes for 2012–2014

- Increased level of student achievement in literacy and numeracy
- School practices reflect systematic and planned literacy and numeracy approaches to meet the needs of every student
- Strengthened quality teaching in literacy and numeracy programs are evident in all classrooms
- Literacy and numeracy assessment practices and quality feedback improve learning outcomes for every student

2013 Targets to achieve this outcome include:

- Percentages of Year 3 students achieving proficiency in reading (top 2 skill bands in NAPLAN) will increase from 32% (2012) to 35% in 2013.
- Percentages of Year 5 students achieving proficiency in writing will increase from 32% (2012) to 40% in 2013.
- Percentages of Year 5 students achieving proficiency in reading (top 2 skill bands in
NAPLAN) will increase from 34% (2012) to 42% in 2013.

- Percentages of Year 5 students achieving proficiency in writing will increase from 16% (2012) to 20% in 2013.
- Year 5 students achieving expected growth in reading will increase from 53% (2012) to 60% in 2013.
- Percentages of Year 7 students achieving proficiency in reading (top 2 skill bands in NAPLAN) will increase from 31% (2012) to 42% in 2013.
- Percentages of Year 7 students achieving proficiency in writing will increase from 17% (2012) to 25% in 2013.
- Year 7 students achieving expected growth in reading will increase from 55% (2012) to 60% in 2013.

Strategies to achieve these targets include:

- Professional learning for staff in SMART DATA to track NAPLAN achievements of students across stages and within own class grouping.
- Analysis of literacy data included in teaching programs to link specific criteria and NAPLAN teaching strategies including specific target groups, GATs and students with learning difficulties.
- Data closely monitored by all teaching staff to identify students at risk in not achieving set targets.
- Entry to school assessment information used to determine entry points for students and develop teaching learning programs to address specific needs.
- Develop and implement individual education plans (IEP) for all students performing in the lower 2 bands in an area of literacy 2012.

School priority 2
Numeracy Outcomes for 2012–2014

- The comprehensive school-wide assessment policy continues to drive effective use of resources
- Pre-assessment data is used to organise content delivery and develop cross-cohort teaching and grouping strategies
- Pre and post-test data are consistently and centrally stored for analysis
- Student achievement data drives not only teaching, but resource allocation and teacher professional learning

2013 Targets to achieve this outcome include:

- Percentages of Year 3 students achieving proficiency in numeracy (top 2 skill bands in NAPLAN) will increase from 13% (2012) to 32% in 2013.
- The percentage of Year 3 students achieving at or below minimum standard (bottom 2 skill bands in NAPLAN) will decrease from 25% (2012) to 15% in 2013 (based on regional standards).
- Percentages of Year 5 students achieving proficiency in numeracy (top 2 skill bands in NAPLAN) will increase from 30% (2012) to 40% in 2013.
- Percentages of students achieving expected growth in numeracy between year 3 and year 5 will increase from 42% (2012) to 55 % in 2013.
- Percentages of students achieving expected growth in numeracy between year 5 and year 7 will increase from 47% (2012) to 57 % in 2013.

Strategies to achieve these targets include:

- Professional learning for staff in SMART DATA to track NAPLAN achievements of students across stages and within own class grouping.
- Analysis of numeracy data included in teaching programs to link specific criteria and NAPLAN teaching strategies including specific target groups, GATs and students with learning difficulties.
- Quality teaching elements incorporated into all aspects of teaching numeracy with a focus on higher order thinking, metalanguage and working mathematically.
- Entry to school assessment information used to determine entry points for students and develop teaching learning programs to address specific needs. Identify students not
at benchmark (K-Perceptual, Yr1-Figurative, Yr 2-Counting).

- Develop and implement individual education plans (IEP) for all students performing in lower 2 bands in an area of numeracy 2012.

**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: