Maryland Public School
Annual School Report 2013
School context

Maryland Public School is situated in an expanding Newcastle residential area between Wallsend and Minmi. The school is an integral part of the Wallsend Community of Schools and feeds into Callaghan Secondary College.

In 2013, Maryland Public School had a peak enrolment of 502 students in 18 main stream classes, an Opportunity Class and a special class for students with disabilities.

The Maryland school community has reaffirmed its core values which in turn guide planning, policies and procedures. The Maryland school community values RESPECT, RESPONSIBILITY, EXCELLENCE and SAFETY. The school motto is SKILLS FOR LIFE.

Our school community takes pride in the variety and depth of learning activities and opportunities available to our students. This include our extensive core academic programs, provisions for gifted and talented students, learning support programs and extra-curricular programs including sports, concert band and dance. As can be seen from the information which follows, Maryland PS is a very successful school.

The school has a proactive parent organisation (P&C) as well as an active and involved School Council that assists school evaluation and improvement.

Principal’s message

2013 has been a very successful year. The students have taken advantage of the opportunities provided and excelled in numerous areas. The staff is to be congratulated on their outstanding effort. A large thank you is also extended to Mrs Parke and Mrs Crain who excelled in their role as Relieving Principal during 2013. I have signed this report as the Relieving Principal, but I am also very excited about the future having recently been appointed as the permanent Principal, beginning in 2014.

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.

John Theissen

Relieving Principal

P & C and/or School Council message

2013, once again, saw P&C very busy with the School Canteen & Fundraising Events.

The canteen has continued to build on its Healthy Kids menu within the Healthy canteens Strategy & has consistently served high quality, fresh & tasty meals to our school’s students, staff & visitors. The canteen supervisor, Amanda Bailey, is supported by our canteen volunteers, with whom the canteen would not be able to operate 5 days a week.

Fundraising Events were again well supported & enjoyed by the school community. Donations in 2013 were in the form of Literacy & Numeracy teaching tools, sporting attire & equipment, performing arts equipment, creative art supplies, improvement in Wi-Fi capability & technological equipment. In 2013, the total for our donations to Maryland Public School amounted to $50,000.00. Our fundraising events would not be successful without the hard work of volunteers both P&C members & community members. Thank you to everyone who volunteered their time to help us throughout 2013.

One of my goals in 2013 was to ensure that the running of our P&C adhered to the guidelines of the NSW Federation of P&C with whom we are affiliated. At the AGM in 2014, the auditor will be presenting a report encompassing the past 4 years of bookwork & financial reporting. I am pleased then to report that Maryland Public School P&C will be up-to-date & running in accordance with the NSW Federation of P&C guidelines & directives. An enormous thank you is extended to the auditor, Cheryl Hernando.

The role of P&C President has once again been fulfilling and challenging. Our P&C could be likened to a small business. It employs a canteen supervisor, it operates a second hand uniform shop and it runs many successful fundraising events throughout the year. It promotes close cooperation with parents, citizens, students and teaching staff. It provides facilities & equipment to improve the welfare of our students. The continuation of our success relies on our membership and community. Thank you for all of your hard work, hours spent and commitment to the school P&C.

Megan Jeffries

P&C President
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>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>238</td>
<td>236</td>
<td>254</td>
<td>256</td>
<td>251</td>
</tr>
<tr>
<td>Female</td>
<td>218</td>
<td>222</td>
<td>241</td>
<td>248</td>
<td>245</td>
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</table>

The total student enrolment peaked at 502 during 2013.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Male</td>
<td>200</td>
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<tr>
<td>Female</td>
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<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

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.

Staffing Entitlement

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>27.0</td>
</tr>
</tbody>
</table>

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

One staff member identified as being Aboriginal.

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>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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The Principal's Picnic is always a wonderful time
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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</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>99,923.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>276,912.55</td>
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<tr>
<td>Tied funds</td>
<td>119,129.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>243,855.08</td>
</tr>
<tr>
<td>Interest</td>
<td>6,272.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29,449.05</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>775,541.80</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>30,088.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>79,772.25</td>
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<tr>
<td>Extracurricular dissections</td>
<td>78,977.71</td>
</tr>
<tr>
<td>Library</td>
<td>6,285.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,421.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128,071.88</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>81,378.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58,788.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>56,326.92</td>
</tr>
<tr>
<td>Maintenance</td>
<td>36,008.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>26,635.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>25,175.56</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>611,930.47</td>
</tr>
</tbody>
</table>

Balance carried forward: 163,611.33

The school received its funding for Global and Tied Funds according to appropriate DEC funding processes.

Maryland PS is very well supported by a very hard working and generous P&C. This organization donated $49,276.57 for this financial year which supported a number of programs across the school and enabled the establishment of a school wireless network and mobile computer labs.

Included in income for the School & Community sources were the receipts for excursions ($89,307.95) and receipts relating to the school Band ($30,446.65).

On the expenditure side of the ledger, each key learning area was supported with resources being purchased. Computer technology was well supported though Science and Technology as well as Capital Equipment.

Casual Relief Teacher payments were less than in 2012.

An increase in utilities costs was due to a rise in charges for electricity and water.

Of the funds being carried forward, $13,887.71 is committed to unpaid orders and invoices.

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

Regional targets for reading were set in 2013. These targets are:

- 75% of all kindergarten students read instructional Reading Recovery Level 6 by the end of the school year.
- 75% of year one students read instructional Reading Recovery Level 16 by the end of the school year.
- 75% of year two students read instructional Reading Recovery Level 26 by the end of the school year.

Text level data was collected at the end of Term 4 2013. This data indicated that, at Maryland PS:

- 96% of Early Stage 1 students were reading at an instructional level of 6 or above
- 74% of Year 1 students were reading at an instructional level of 16 or above
- 60% of Year 2 students were reading at an instructional level of 26, whilst a further 17% were reading just under the target at instructional levels 24 and 25.

In Stages 2 and 3, final class assessment data showed:

- 84% of students in Stage 2 achieved sound or above in English
- 87% of students in Stage 2 achieved sound or above in Mathematics
- 90% of students in Stage 3 achieved sound or above in English
- 90% of students in Stage 3 achieved sound or above in Mathematics.
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)

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 and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Numeracy

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

- Reading: 95.3%
- Writing: 93.8%
- Spelling: 92.2%
- Grammar & Punctuation: 93.8%
- Numeracy: 95.3%

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

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7</td>
</tr>
<tr>
<td>Writing</td>
<td>90.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Other school based assessments

Other achievements

All children in stage three sat the 2013 Newcastle Permanent Mathematics Competition. 4 children received high distinctions (two from each of Y5 and Y6). 23 children received distinctions (12 from year 5 and 11 from year 6) and 49 received merits (23 from year 5 and 26 from year 6).

During 2013, students from years 3 to 6 were offered the opportunity of participating in the International Competition and Assessment for Schools assessments in English, mathematics, computer skills and science.

In English, 41 students participated and 2 distinctions and credits were awarded. In mathematics, 46 students participated and 1 high distinction, 3 distinctions and 6 credits were awarded.
In computer skills, 49 students participated with 1 high distinction, 4 distinctions and twelve credits being awarded.

In science, 33 students participated. 1 high distinction, 1 distinction and 10 credits were awarded.

One student in the science competition was awarded the UNSW medal for atop score.

Two year 5 students were offered the opportunity to participate in the 2013 Newcastle Permanent Mathematics Camp in 2014, after achieving results which placed them in the top 100 students of the candidature. Two year six students were also placed in the top 100.

**Significant programs and initiatives**

**English 2013**

Throughout 2013 students continued to be provided with quality programs in English. Staff familiarised themselves with the new English syllabus, undertaking a number of professional learning opportunities and working collaboratively to plan for its implementation in 2014.

All staff received training in the use of PLAN (formerly known as Best Start) as a tool to identify the learning needs of all students in the areas of literacy and numeracy. Teaching staff are now familiar with the program and recorded student achievement in at least one aspect during Term 4. The school will continue to utilise and expand upon the program’s functions throughout 2014.

Literacy groups, small sets of students were supported by Mrs Conn and Mrs Dalais, the school Learning Assistance and Support Teachers (LAST).

Nineteen year 1 students participated in the Reading Recovery Program, which is a school-based, short-term intervention designed for children, requiring intensive and individualized support in reading, during their second year of schooling.

The early stage 1 students continued to receive small group tuition in literacy with all ES1 teachers using L3 strategies. Language, Learning and Literacy (L3) is a research-based, kindergarten classroom intervention, targeting text reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily literacy session. The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

In Term 4, stage 1 staff attended training sessions about the L3 program and its implications on the Stage 1 classroom.

The P&C were again generous in their support of guided reading programs across the school, providing in excess of $5000 for the purchase of additional books. Approximately 80 sets (six books per set) of guided reading books were purchased and covered by our school community. These books were a welcome addition for students across all stages and during the October holiday period a group of enthusiastic teachers reorganised a large section of the guided reading material to ensure ease of access for all.

**The school band performs at all school functions**

**Mathematics**

All stages at Maryland PS use a careful strategy of assessment and differentiated teaching for mathematics.

Students in stage 3 are assessed at the beginning of each semester. This data is collated to identify trends and select priorities for teaching and learning programs. This informs the development of stage teaching and learning cycles. Each teacher then addresses the outcomes selected in a specifically planned class program.

In stage 2 classes follow a set scope and sequences of topics with pre and post testing used to gauge progress and refine grouping strategies employed in classes. Information derived from the testing ensures students are
offered lessons matched to their level of understanding and development.

Stage 1 student results are plotted on the PLAN continuums. This facilitates the clear and accurate grouping of students so that they are receiving lessons and support matched to their current level of achievement.

Early stage 1 students are assessed in numeracy on arrival at school. As such their strengths and areas for development are identified quickly and students are presented work appropriate to their needs. The information collected at the start of the year is input into Best Start to provide parents with an early learning profile during first term. This data is updated during the year and then fed through to stage 1 staff for transition.

Throughout the school staff use and develop school based assessment tasks to ensure students are being accurately and fairly assessed.

Maryland PS is a focus of school success at Maryland PS

Gifted and Talented Education

Two year 5 students were offered the opportunity to participate in the Newcastle Permanent Mathematics Camp in 2014, after achieving results which placed them in the top 100 students of the candidature in 2013. Two year six students were also placed in the top 100.

Three year 6 students undertook the opportunity to participate in the Hunter Regional Primary Gats camp. Electives undertaken included chemistry and biology, physics and visual arts.

One student, self-nominated and entered the Eureka Science Awards Sleek Geeks competition. This student was awarded a highly commended award and had their submission featured on the ABC website.

16 students chose to sit for the selective high school test and 9 were offered first round offers, with 11 now attending.

One member of staff was recognised for their experience and expertise in developing writing skills and was invited to present at a GATS day for students in the coalfields area.

A leadership day for primary school leaders from the Callaghan College Wallsend Campus partner primary schools was held at the Wallsend Campus with students participating in public speaking, presentation and problem solving activities. This was supported by staff and senior students from the high school and run by a member of Maryland PS teaching staff.

Students from the Opportunity Class competed in the regional Opportunity Class Thinkfest Competition again in 2013. The teams were acknowledged with 9 major awards. The visual arts team was awarded the overall winners for their category. The English team was awarded runner up and highly commended for enthusiasm.

Science was awarded “Best skit solution.”

Mathematics was awarded “Best key prop.” And the Visual Arts group was awarded, “Best visual diary”, “Best skit solution”, “Best performance skills” and “Best script”.

Technology

At the close of the 2012 scholastic year Maryland PS migrated into the new eT4L working environment. This was accomplished through the 2012- 2013 summer holidays and has been fully integrated to assist in network management. Many tasks can now be accomplished through remote management options and centralised software deployment.

This change required some alteration to access but has provided a more stable and secured working environment for staff and students. Further stability was assured through the installation of a new network server as part of the eT4L migration.

There has been substantial change in technology infrastructure at Maryland PS in 2013. During the year the P&C invested in wireless infrastructure throughout the campus. All existing classrooms
were cabled and eleven wireless access points were installed. As a result all classrooms, the library and hall have wireless access available for student and staff use.

To capitalise on this available service the P&C also invested in 25 netbooks. These have been integrated onto the school site and established as 5 mobile learning labs. To augment existing desktop resources classes can borrow each lab out for a day or session at a time. Additionally 10 camera kits were purchased. Each kit, available for student use, contains a digital still camera, a digital video camera and requisite cards and storage. Shared access is also available to professional tripods.

As at the end of the 2013 scholastic year, the school is running a network of approximately 170 fixed machines and some 30 laptops. These resources are becoming increasingly valuable with the focus on 21st Century Learning Skills through new curriculum implementation.

Aboriginal education

Maryland Public School has worked closely with Deborah Byrne, the regional consultant for Aboriginal Education to develop a draft three to five year Aboriginal education plan around the areas of Readiness for School; Engagement, Professional Learning & Quality Teaching; Attendance; Literacy and Numeracy and Transition to high school.

All teachers have been engaged in professional learning around ‘The Dilly Bag’ created for Maryland Public School; 8 Ways and a workshop for writing personalised learning plans for Aboriginal students.

All Aboriginal parents and carers were invited to an afternoon tea and yarn up. Many parents/carers were interested in working with staff to form an Aboriginal education committee to increase the profile of Aboriginal education in the school.

Maryland PS participated in NAIDOC celebrations in July. We were privileged to hear the National Anthem sung in Awabakal language and to hear the didgeridoo being played. The children rotated through activities including a Bush Tucker talk and food tasting; Aboriginal dance group performances; games; stories and language talks as well as an art activity with boomerangs.

Multicultural education

At Maryland PS we have been involved in number of activities throughout the year to acknowledge the cultural diversity of our school, community and country. All classes at Maryland Public School participated in Harmony Day in March 2013. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. The students and staff participated in activities to learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it. We wore orange-coloured clothing to acknowledge Harmony Day and each class participated in an activity which celebrated the things that make us unique as Australians and share what we have in common. The activities included artwork, songs and games from around the world. The teachers also celebrated Harmony Day by sharing a multicultural lunch.

In 2013 Maryland Public School took part in the ‘Doing Diversity Differently’ project. The student
Multicultural Ambassador Team was made up of five year 5 students. The team learned about what it meant to be an Australian Citizen and gave a short lesson to two stage 2 classes. The team also attended the Town Hall for a Multicultural Leadership Day with other student teams. Our team did a great job and designed a logo for ‘Multicultural Ambassadors in School’. The students were inspired by the guest speaker, Sam Cawthorn (Youth Futurist & 2009 Young Australian of the Year) and the presentations on diversity from the other school teams. The team also took part in a drumming workshop.

The creative and performing arts are a focus throughout the year

Band and Choirs

The band program attracted around 62 participants across the school from years 2 to 6. The band program includes affordable tuition 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.

Once again, separate junior and senior bands were conducted with both bands coming together at the annual Christmas show at the end of the year.

Both bands regularly performed at school assemblies, as well as representing Maryland PS at the Wallsend Winter Fair and the BANDFEST competition.

Our senior band has seen great achievements this year, performing for Grand Friends Day, Education Week and continuing their involvement with BANDLINK, an initiative with Callaghan campus, which is provided for stage 3 students to attend rehearsals and learn repertoire with high school students.

We would like to thank our talented tutors: Mr Bone and Mr Isaacs and our newly appointed conductor, Mr Paul Isaacs.

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 practice and prepare for performances. Students performed for Harmony week, Grandfriends day and the Wallsend Winter Fair. Our greatest achievement was the choirs participation in ‘Choralfest’ which saw the choir students earning themselves a highly commended place. Students continue to enjoy participating in the choir and demonstrate a love of singing.

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

Sport

During 2013 Maryland Public School offered a variety of sporting opportunities for all students.

Students in stages 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 implementation of a junior gym at the centre saw the benefits for the stage 3 students who were involved in a variety of new skills.

The swimming carnival was held at Wallsend 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. At the Hunter carnival four students from Maryland PS represented the zone in the freestyle event and the senior boys’ relay.

The school athletics carnival was held at the Glendale Athletic Centre. Students from early stage 1 to stage 3 participated in novelty, field and track events. 55 students represented Maryland PS at the Crossroads zone carnival. 16 students qualified for the Hunter carnival.

All students aged 8–13 years competed in the school cross country carnival. With an emphasis
on fitness during physical education lessons the students completed the 2 and 3 km courses effortlessly. 28 students participated at the Crossroads Zone Cross Country Carnival with two students competing at the Hunter level. One student was successful at Hunter level and then went on to run in the state competition at Homebush.

Each student participated in a school walkathon to raise money for school resources.

The annual Sportlink program continued again this year. Sports offered to students in stages 2 and 3 included; netball, football, T-ball, bench ball and AFL. Students developed skills, from their selected sport, in their 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 competitors on the day.

This year individual successes included-

- Two students were selected in the Hunter AFL team.
- One student was selected in the Hunter touch football team.
- Three students were selected in the zone rugby league team.
- One student was selected in the zone netball team.
- One student was selected in the zone basketball team.

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

Environmental Education

A number of environmental initiatives were undertaken during 2013.

Our much anticipated sensory garden began to take shape, through the generous support of our school community, which raised in excess of $5,800 from a walkathon held in the last week of Term 3. A planning team, including school staff and students worked together to gather ideas and form a workable design for this once unused area. Students will be able to utilize a pleasant garden area in which all senses can be explored, during the early part of 2014.

Vegetable plots, provided by Bunnings, were established at the commencement of Term 4. The early stage 1 students, who were investigating Meeting Needs, assisted with the initial planting of seedlings. Students from stage 1 have since under taken the watering and weeding duties. The plots included worm towers and students have been learning to care for these also.

Large recycling bins were placed in a number of home base classrooms in a trial to further encourage students and staff to recycle paper products from the classroom, continuing the promotion of resource management. This trial proved popular and resulted in an improved collection system for used paper products from participating classrooms. The school is now looking towards an extension of this system 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 included the analysis of data across the school, including Best Start, NAPLAN and class data as well as the results of surveys of parents, students and staff.

School planning 2012—2014: progress in 2013

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

Evidence of progress towards outcomes in 2013:

- Percentages of Year 3 students achieving proficiency in reading is 39% compared to 32% in 2012
- Percentages of Year 3 students achieving proficiency in writing is 33% compared to 32% in 2012
- Percentages of Year 5 students achieving proficiency in reading (top 2 skill bands in NAPLAN) was 34.9% compared to 29.9% in 2012
- Percentages of Year 5 students achieving proficiency in writing was 16.5% compared to 18.3% in 2012
- Year 5 students achieving expected growth in reading was 50.7%
- Percentages of Year 7 students achieving proficiency in reading was 27.4% compared to 17.9% in 2012
- Percentages of Year 7 students achieving proficiency in writing was 14.1%
- Year 7 students achieving expected growth in reading was 52.4% compared to 49.8% in 2012

Strategies to achieve these outcomes in 2014

- Provide professional learning to develop a deep understanding of the National Curriculum and NSW English syllabus and support materials
- Data monitored to identify students at risk in not achieving set targets
- Consolidate L3 Program, including ongoing professional support
- Extend L3 program into S1 into Stage 1
- Continuation of modelled, guided and independent reading encompassing LST and targeted interventions for identified students
- Focused Literacy intervention and programs to support Aboriginal students

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 is 28% compared to 31% in 2012
- The percentage of Year 3 students achieving at or below minimum standards is 6% compared to 25% in 2012
- Percentages of Year 5 students achieving proficiency in numeracy (top 2 skill bands) was 29.1% (2012) compared to 31% in 2013.
- Percentages of students achieving expected growth in numeracy between year 3 and year 5 increased from 33% (2012) to 34% in 2013.
- Percentages of students achieving expected growth in numeracy between year 5 and year 7 increased from 42% (2012) to 56% in 2013.

**Strategies to achieve these outcomes in 2014:**
- Provide professional learning to develop a deep understanding of the National Curriculum and NSW Mathematics syllabus and support materials
- Numeracy data analysis included in teaching programs to link specific criteria and NAPLAN teaching strategies including specific target groups, GATs and students with learning difficulties
- Utilise Best Start/PLAN/Sentral and class data to drive teaching programs
- Quality Teaching elements incorporated into all aspects of teaching numeracy with a focus on higher order thinking, metalanguage and working mathematically
- Develop and implement individual education plans (IEP for all students performing in lower 2 bands in an area of numeracy 2013) which includes LST and targeted interventions for identified students
- Focused Numeracy intervention and programs to support Aboriginal students.

**Professional learning**

In 2013 professional learning undertaken by the staff aligned with the school management plan and individual professional learning plans. Teachers attended weekly staff meetings which focused on professional learning as well as courses and conferences at local and regional levels.

In 2013 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. All staff participated in training which developed individual skills relating to the use of technology as well as training which improved every teachers’ knowledge and understanding of the NSW syllabus in English.

Additional professional learning included ‘Positive Behaviour For Learning’ and ‘Live Life Well’ welfare programs supported by Hunter New England Health.

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

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

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