School Context Statement

Mayfield West Demonstration School is a proud public school situated in Newcastle. The school population comes from diverse backgrounds which provide a richness of experience across the school. The school caters for students from preschool to Year 6 and offers a balance between academic excellence and creativity. The school's motto is Learning For Life and ensures an environment where personal well-being and individual care are given to children of all ages.

Students are involved in a variety of activities, with enrichment opportunities to extend students in a range of disciplines, including creative arts and sport. Technology is utilised to enhance and personalise teaching and learning in classrooms across the school.

The school is a member of Callaghan Education Pathways, who work together to provide the best possible education continuum for all students. The preschool, primary and secondary transition programs promote links to allow smooth and successful changes in settings. A memo of understanding has been signed with the local AECG, Muloobinbah.

Mayfield West Demonstration School has established strong links with The University of Newcastle to support and develop programs for pre-service teachers. Staff demonstrate quality teaching practice and are involved in research and other projects with the university from time to time.

The school encourages students, parents, staff and the wider community to work together to implement quality learning experiences. This is achieved through explicit teaching, positive engagement with a strong emphasis on social and emotional learning.

Principal’s message

This was my first year as principal of the school and I was very impressed with the student friendliness and the hard working staff. Student numbers remained stable throughout the year. Student welfare issues were fewer than in previous years and the school leaders excelled at carrying out their duties.

Students participated successfully in academic competitions, excursions, sport and creative arts activities. Parents continued to support the school through participation in school events, fundraising and assisting teachers and students in the classrooms.

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.

Jill Ridgway  Principal

P & C and School Council

The P & C and School Council are dedicated to ensuring quality education, facilities and resources for all students. The School Council consists of representatives from the P & C, parents, staff and the broader community.

The P & C carried out various fund raising activities throughout the year, raising approximately $13 000. These included, Mother's Day and Father’s Day stalls, Easter Raffle, The Winter and Halloween Disco’s, Wine Tasting Night at the Inner City Winemakers, a Lamington Drive, a Lollipops Fun Night and various barbeques.

The School Banking program continued again this year with the support of parent volunteers. The funds raised by the P & C were used to purchase literacy resources across the stages, the boys Junior and Senior Soccer teams received a new playing strip and a PA system for the hall. It also helped fund various extra-curricular activities including the Celebration Day Awards, Altitude Day, The Opera House Choir Program, Cluster Choir and Star Struck participation and the Year 6 farewell. The P & C also held two working bees to help with the tidying up of school grounds.

The P & C and School Council would like to thank Jasmine Cheetham, who has been a long term member of both the School Council and the P & C for the past twelve years. Jasmine has held a number of roles over the years including P & C President.

Larissa Sewell P&C President
Penny Redhead School Council President

Student Representatives

The Student Executive consisted of six Year 6 students, elected by the students and teachers. Members of the student executive were responsible for a range of duties to assist in the daily organisation of the school. These duties included raising the flag, organising assemblies and assisting during Kindergarten Orientation.

In addition eight Year 6 students were elected as Sport Captains. These students work to assist in all aspects of sport. As members of student leadership team, we have played an important role in representing the school at a number of events such as Altitude Day and The Commonwealth Games Day. All year 6 students wore student leader badges and assisted the elected leaders to carry out their duties.

Amy Osborne and Jaz Holdsworth  Captains
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

The student population rose this year to its highest since 2008 with a total of 319 students K – 6 with a further 40 in the preschool.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Pre School Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.022</td>
</tr>
<tr>
<td>Total</td>
<td>22.422</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance this year rose to its highest level since 2009. Kindergarten and year 2 students had the best attendance for the year and year 3 and 5 the lowest.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.5</td>
<td>94.4</td>
<td>94.8</td>
<td>93.8</td>
<td>93.4</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>94.1</td>
<td>92.8</td>
<td>94.4</td>
<td>93.7</td>
<td>94.1</td>
</tr>
<tr>
<td>2</td>
<td>92.0</td>
<td>93.4</td>
<td>93.3</td>
<td>94.0</td>
<td>95.8</td>
<td>95.1</td>
</tr>
<tr>
<td>3</td>
<td>93.9</td>
<td>93.5</td>
<td>92.6</td>
<td>93.0</td>
<td>93.0</td>
<td>93.6</td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
<td>92.4</td>
<td>92.8</td>
<td>93.6</td>
<td>92.6</td>
<td>93.8</td>
</tr>
<tr>
<td>5</td>
<td>91.5</td>
<td>94.1</td>
<td>93.1</td>
<td>92.1</td>
<td>93.3</td>
<td>93.4</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>93.7</td>
<td>93.5</td>
<td>92.9</td>
<td>93.8</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>93.6</td>
<td>93.3</td>
<td>93.5</td>
<td>93.7</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Class sizes

Class sizes remained stable throughout the year. There were 10 straight year levels and 3 composite classes.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>1C</td>
<td></td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1SH</td>
<td></td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2GR</td>
<td></td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2K</td>
<td></td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3C</td>
<td></td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3P</td>
<td></td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4T</td>
<td></td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4/SM</td>
<td></td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>5/6RP</td>
<td></td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>6D</td>
<td></td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</td>
<td>27</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.

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 Principals</td>
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</tr>
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<tr>
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<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.022</td>
</tr>
<tr>
<td>Total</td>
<td>22.422</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One Aboriginal teacher was appointed to the school this year. Staff remained relatively stable with two retirements. Three executive members worked part-time. Any leave that was taken was filled with qualified temporary staff.
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>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Teachers took part in a range of professional learning throughout the year. The main focus was on the implementation of the new English Syllabus and the school developed a number of scope and sequences to assist with ensuring that teaching throughout the school was systematic and explicit.

A successful application for a student engagement grant allowed the school to implement Second Step, a social and emotional program for students from preschool to year 6. All staff had professional learning to allow them to implement the program in term 3.

Beginning Teachers

There were two beginning teachers in 2014. They had additional release from face to face time to teaching and mentoring by an experienced member of staff as well as a range of other professional learning opportunities.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$123,985.50</td>
</tr>
<tr>
<td>Global funds</td>
<td>$221,923.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$225,652.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$106,625.29</td>
</tr>
<tr>
<td>Interest</td>
<td>$5,268.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$43,485.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$726,940.05</td>
</tr>
</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>$62,002.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>$31,475.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$34,987.93</td>
</tr>
<tr>
<td>Library</td>
<td>$5,937.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$3,263.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$188,241.63</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$73,304.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$39,038.64</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$49,688.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$13,612.12</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$35,827.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$5,181.75</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$542,561.60</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$184,378.45</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and the P & C. Further details concerning the statement can be obtained by contacting the school.

Community Use of Facilities

The Department of Education and Communities encourages members of the community and education groups to use school facilities for appropriate purposes, when they are available.

At Mayfield West Demonstration School there is a WEMOOSH that operates from within the school grounds both before and after school catering for students from Mayfield West and other schools in the vicinity.

The Newcastle Sinhala School run a community language program on weekends and a karate group, a fitness Group and a piano tutor use the hall, COLA, library and multipurpose court throughout the year. This year the Local Government Election was held in the school hall.
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](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 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 students scored below both the state DEC mean for schools and the statistically similar group of schools for reading.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>398.8</td>
<td>404.9</td>
<td>416.3</td>
</tr>
</tbody>
</table>

Year 3 students scored below both the state mean schools and the statistically similar group for spelling.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>422.5</td>
<td>410.6</td>
<td>427.1</td>
</tr>
</tbody>
</table>

Year 3 students scored below the state DEC mean for schools but above the statistically similar group of schools for grammar and punctuation.
Year 3 students scored below the state mean for all DEC schools and below the statistically similar group of schools for writing.

**NAPLAN Year 3 - Numeracy**

Year 3 students scored **above** the state mean for all DEC schools and **above** the statistically similar group of schools for numeracy.

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

Year 5 students scored slightly under the state mean for all DEC schools but **well above** the statistically similar group of schools for reading.

Year 5 students scored below both the state mean for all DEC schools and **above** the statistically similar group of schools for spelling.

**NAPLAN Year 5 - Spelling**

Year 5 students scored below both the state mean for all DEC schools and the statistically similar group of schools for spelling.
Year 5 students scored below both the state mean for all DEC schools and the statistically similar group of schools for grammar and punctuation.

Year 5 students scored below the state mean for all DEC schools and below the statistically similar group of schools for writing.

Year 5 students scored above the state mean for all DEC schools and well above the statistically similar group of schools for numeracy.

### NAPLAN Year 5 – Numeracy

Year 5 students scored above the state mean for all DEC schools and well above the statistically similar group of schools for numeracy.

### Minimum Standards

#### Percentage of Year 3 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>93.9</td>
</tr>
<tr>
<td>Writing</td>
<td>95.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### 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>87.5</td>
</tr>
<tr>
<td>Writing</td>
<td>78.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.9</td>
</tr>
</tbody>
</table>
Other achievements

School performance 2014
Twenty five students from Years 2 to 6 participated in the International Competitions and Assessments for Schools (ICAS). The results are listed below.

<table>
<thead>
<tr>
<th></th>
<th>Distinctions</th>
<th>Credits</th>
<th>Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Newcastle Permanent Maths Competition
84 students in Years 5 and 6 entered The Newcastle Permanent Maths Competition. This competition was open to all schools in the Hunter area. All students received a Participation Certificate. In addition, eight Year 6 students received distinction certificates and sixteen Year 6 students received merit certificates. Three distinction certificates and fourteen merit certificates were awarded to Year 5 students.

Tournament of Minds
Seven students from Year 4 - 6 competed at the Tournament of Minds regional final in the Maths Engineering section held at the University of Newcastle in August. The team won first place and competed at the state final held at the University of New South Wales in September. The team came second at state level with honours.

Successful Tournament of Minds Team

Significant programs and initiatives – Policy and equity funding
Additional funds were used to support students with literacy by increasing the Learning and Support teacher time as well as employed additional Learning and Support Officers to work with students in classrooms. Reading data collected at the end of each term noted pleasing improvement in reading levels.

Aboriginal education
The total Aboriginal student enrolment in 2014 was 22. This represented 7% of the school population. Personalised Learning Plans (PLPs) continued to be used to track the learning achievements of Aboriginal students. Each PLP was recorded on Sentral, and these were developed with students, teachers and parents. They included targets for learning against syllabus outcomes and agreed family support strategies. Parents continued to liaise with teachers, providing valuable information about annual goals, strengths and areas for development.

Teachers monitored the reading progress of Aboriginal students. This testing showed improvements in comprehension and accuracy. All eligible Aboriginal students in Year 3 and Year 5 sat the NAPLAN test.

In term 4 the school organised a special performance entitled Let’s Bridge the Gap. Fred Reid and his son explored Aboriginal culture through music, artefacts, stories of the Dreamtime, painting and body art. All children from K to 6 enjoyed the performance.

Seven students received awards at Callaghan Education Pathways Aboriginal Student Recognition Ceremony
Multicultural education and anti-racism

The school is dedicated to creating a culturally diverse and tolerant community that values all cultures.

Forty-eight students enrolled came from families that speak a language other than English at home. Eight of these students received support from a trained English as a Second Language (ESL) teacher. The ESL teacher is part of a support group of teachers who meet regularly. The students have backgrounds from the following countries: Bangladesh, Ethiopia, Ghana, India, Indonesia, Japan, Macedonia, Philippines, Saudi Arabia, Serbia, Thailand and Vietnam.

The school has a trained Anti-racism Contact Officer. There were 4 complaints of racism reported during the year and these were dealt with by the Anti-racism Contact Officer.

The school created a Harmony Day foyer display to recognise and celebrate cultural diversity. Harmony Day activities were also organised and implemented by classroom teachers.

Other significant initiatives

Opera House Choir

Interested students auditioned at the end of 2013 to be part of the 2014 Primary Choral Series held at The Sydney Opera House. The Choir consisted of 29 students under the direction of two staff members. Students from Years 3 – 6 were required to learn a demanding repertoire as part of a massed choir of seven hundred students.

Learning Support Team

One of the key roles of the Learning and Support Team (LST) was to coordinate and manage the resources within the school used to support students with additional learning and behavioural needs. The team provided collegial support for classroom teachers and assisted in the development and implementation of targeted programs to meet the educational needs of these students.

The LST met fortnightly to discuss new student referrals and to review and evaluate action plans and programs that had been implemented for students with support needs. The LST continued to work with school personnel, parents and the wider community to improve the educational outcomes for these students.

The members of the LST include the school principal, school counsellor, learning and support teacher (LaST), assistant principal and teacher representatives from each stage.

Second Step

A Learning and Engagement Grant was successfully applied for which provided $5 000 to implement the Second Step Emotional and Social Wellbeing program across preschool to Year 6. Second Step identifies the social and emotional capabilities of each student.

Second Step teaches skills in four fundamental areas:

1. Skills for learning: self-talk, listening, motivated learning and being assertive.
2. Empathy: students identify their own feelings and learn compassion.
3. Emotion management: specific skills in calming down.

Explicitly teaching these skills enables students to experience positive wellbeing, develop positive relationships, demonstrate social responsibility and success in their life.

The program has been implemented in all classrooms with scheduled fortnightly lessons across the school since term 3. In term 4 a parent workshop was held. The Second Step program will be taught in its entirety in 2015 and new staff will receive professional learning.
Gifted Education

The Gifted and Talented Education Team developed a school policy and procedures document to assist staff in the identification of gifted students and provide staff with a range of options to cater for gifted students. The GAT's team worked in collaboration with the Learning Support Team and the staff to write the document which was presented to staff, the School Council and the P&C before being finalised. The new GATS policy will be implemented in its entirety in 2015 with a review scheduled for Term 4 2015.

University Links

2014 saw the continuation of our strong partnership with the University of Newcastle. Throughout 2014 teachers from Mayfield West Demonstration School have supported and shared their expertise through providing placements for preservice teachers on practicum. This included eight second year preservice teachers, three Masters of teaching (Primary) preservice teachers and three fourth year students completing their Internship at Mayfield West. Preservice teachers were required to work collaboratively with the teachers to develop lesson plans, teach the class (under supervision) and participate in extracurricular activities. One staff member has worked with University Lecturers to deliver tutorials to students studying Education at the University of Newcastle.

Indonesian

This year all students from Kindergarten to Year 6 were given the opportunity to learn about the Indonesian language and culture. The three objectives of this program are:
- to cultivate the listening, reading, speaking, writing and responding skills necessary for effective interaction in Indonesian,
- to explore and compare the linguistic connections between English and Indonesian,
- to develop a knowledge and understanding of the Indonesian culture and encourage reflection on the student’s own cultural heritage.

Preschool

The preschool farewelled Mrs Cathi Thomas, who retired this year, and welcomed Miss Woods who was appointed as the new preschool teacher.

Forty children attended preschool and were provided with a play based learning environment program. This program was stimulated by the development of the children’s ideas and interests. Input on the program came from staff, children, and families. The program was developed on a daily basis as children’s interests changed. The program was based on the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS), both of these are mandatory for all Early Childhood services.

The Early Years Learning Framework guides and enhances the development of the children in the preschool. This is shown through the five learning outcomes and the principles and practices. Outcome five of the EYLF: *Children are effective communicators*. This outcome was identified and modified as the preschool received a SMART board screen. The children enjoyed marking their own names, researching their interests and singing and dancing to cultural music.

All preschool policies were revised and ratified by the P & C. Yearly reports were written and transition to school statements were provided to the kindergarten teachers. These statements included written feedback from teachers, students and parents in regards to the children’s interest and knowledge.

Library

The library provided resources and computer facilities for thirteen classes and two preschool classes during 2014. Staff, parents and students from preschool to Year 6 had access to the library collection for class use and home borrowing. The library budget was used to purchase new student and teacher resources, concentrating on student fiction and non-fiction books. A number of book donations were made by students, staff and community groups.

A library clerical assistant was employed one day each week. A parent volunteer assisted with shelving books one afternoon a week.

Reading was supported through the promotion of the Premier’s Reading Challenge, CBCA Book Week, a Book Week Parade and a Book Fair.

The library was open for student use Mondays to Thursdays during lunchtime and was a popular place for reading, using computers, drawing and playing games.
Excursions and Incursions

Great Aussie Bush Camp

Students from year 3 and 4 travelled to the Tea Gardens bush setting and participated in a range of challenge by choice activities to help them safely go beyond their comfort zones. Camp was attended for three days and two nights.

Early Stage One Walking Excursion to Mayfield Library

Early Stage One students walked to Mayfield library and were taken on a tour of the library. The students thoroughly enjoyed browsing the variety of fiction and non-fiction books available at the library and most said that they would like to borrow books to read at home.

2014 Aurizon Knights and Jets Rail Safety Presentation

Students in Years 3 – 6 participated in a rail safety presentation delivered by guest speakers from the freight operator Aurizon. The aim of the presentation is to make students aware of the dangers associated with level crossings and rail lines.

Topics highlighted during this interactive presentation included rail safety information on the dangers of playing on or near rail tracks, the time it takes for freight or coal trains to stop and general safety awareness around rail crossings.

Each student attending the presentation received a participation gift featuring one of the key safety messages of the session.

NRMA Science & Road Safety Day

Mayfield West Demonstration School hosted an NRMA Science & Road Safety Day. This is a new road safety program that was delivered free of charge to our school by the National Roads & Motorists’ Association with the aim of helping our students stay safe of the road.

The program involved students participating in a science show in the hall and completing road safety workbooks in the classroom to help promote road safety. Each student received a NRMA road safety workbook to complete in class and a drink bottle to take home.

Road Safety Week

Kindergarten students had the opportunity to listen to visiting speakers from Pacific National about the importance of keeping themselves safe around railway lines, rail tracks and level crossings many of which are found in our local neighbourhoods and communities.

This visit introduced a new school program developed by this freight company, which is designed to communicate to younger students the job of a train driver, keeping yourself safe around railways and the dangers of playing around railway tracks.

Each student received a rail safety activity booklet on the day which reinforced the important rail safety messages.

Responsible Pet Ownership

An educator spoke about how students can be a responsible pet owner by following council rules and showing their animals respect and kindness to meet basic needs. The highlight was meeting Bonny the cocker spaniel.
Robogals
The Stage 3 girls were involved in a program run in conjunction with the University of Newcastle called Robogals. Robogals is an international program that aims to encourage an increase in the number of females choosing engineering, science and technology as a future career.

Our girls-only environment became a Lego robotic classroom for the morning as the girls learned in a fun way the basics of engineering, robotics and programming. In small teams, the girls used computers to program their robots - after they named them of course - to complete a series of challenges. They needed to make their robot cover the most area of a table, go through an obstacle course and knock down as many pasta filled cups on the obstacle course as possible. They could also program their computer to talk, laugh or make faces.

Teamwork, problem solving, maths, testing, modifying, fun, discussing, sharing ideas and IT skills were just some of the features of this dynamic workshop.

Premier’s Spelling Bee
This year the students at Mayfield West participated in a Spelling Bee. All students were given a spelling test and the two students who achieved the top results from each class competed against their peers. Congratulations to Coran Young, Ethan McCracken, Cameron Skellams, Aishu Jayakrishna, Leilani McAlpin, Baelee Clifford-Ward and Ryan Brown-Miles for being the winners of their year level. A special commendation goes to Aishu Jayakrishna for being the runner up in the Zone Spelling Bee Final.

Premier’s Reading Challenge
Students participated in the 2014 Premier’s Reading Challenge. The challenge was completed by 171 students. All students from Kindergarten to Year 2 completed the challenge during library lessons.

Enrichment Program
Ten year six students completed the Enrichment Program in March, which was run during terms one and four after school. A new group of thirteen year five students began the program during term four. The program in term four ran for one lesson per week during class time. The program is designed to extend students in the areas of English and mathematics and to provide those students who wish to apply for selective high schools with challenging learning experiences.

Public Speaking
Eight students from all stages across the school participated in the Inter School Public Speaking Zone Finals. Congratulations to Ashlee Wenn, Lana Broadbent Miller, Sharni Halasan, Jordan Blundell, Laura Williams, Kathleen Soo, Jackson Brown and Blair Cotton. A special commendation to Ashlee Wenn who achieved a Highly Commended Award for her speech ‘Awkward Moments’ at Zone Finals at Shortland Public School.

Mayfield West Demonstration School coordinated and hosted the Early Stage One Newcastle Zone Public Speaking finals as part of the Hunter Central Coast Inter-School Public Speaking Competition. 18 schools in the Newcastle Zone were represented with 34 students participating in the finals.
Special Celebrations

Book Week 2014

Reading was supported through the promotion of the Children’s Book Council of Australia Book Week. The library displayed and shared the shortlisted books and ran competitions promoting Book Week. A Book Week Parade was held, with students and staff dressing as their favourite book characters and this was attended by parents and members of the school community. A Scholastic Book Fair was held during this week, raising approximately $600 worth of books as commission for the library.

Anzac Day

On 25 April 2014 our nation commemorated the 99th anniversary of the landing of the Australian and New Zealand Army Corps – the ANZACs – at Gallipoli. As this fell in the school holidays, Mayfield West Demonstration School held a special ANZAC Service assembly on Wednesday 9th April. The student executive ran the assembly. This year we welcomed local veterans and ex-service men and women to our assembly who provided valuable teaching of Australia’s Wartime history to our students. We invited students to bring flowers from their garden to school to create a class bouquet which was placed at the base of the flagpole during the day.

Clean Up Australia Day 2014

Students in K-6 participated in Clean Up Australia Day. Students spent an afternoon session picking up rubbish and cleaning up the playground in support of this initiative.

Crazy Hat Parade

K-2 participated in a Crazy Hat Parade. There was a range of hat designs from Easter, occupations, superheroes and Disney characters. A large number of parents and caregivers supported the K-2 Crazy Hat Parade by cheering and complimenting the staff and students on a wonderful afternoon of celebrations.

Student Leadership

Six student executive members and eight house captains took part in a leadership day early in Term 1 called Altitude Day. This day aims to encourage students to realise their potential as a leader through a series of interactive workshops. They were involved in team building activities and motivational seminars.
**Technology**

This year at Mayfield West we purchased:

- 7 staff laptops
- 16 netbooks for Primary students
- 1 desktop computer
- 2 LED panels 1 for the preschool and the other for professional development sessions
- Improved wifi throughout the school through extensive cabling upgrades
- Purchased software to support students with literacy development

In addition, staff have accessed fortnightly professional development sessions on blogging and web2tools. The collation of data has been maximised through the use of *Sentral*. This year saw the release of our *Skoolbag* app to improve communication with parents.

**Cluster Choir**

Seventy students from Years 2-6 were part of the 300 student *Callaghan Cluster Choir* which performed at the concert held at Callaghan College Waratah Campus in term 3. The choir, consisted of interested students from years two to six and joined with choirs from other schools to perform an entertaining repertoire. The concert was held in the evening with an audience of more than six hundred people.

**Premier’s Sporting Challenge**

The 2014 Premier’s Primary School Sport Challenge includes a range of initiatives with one common purpose – to have more students, more active, more often. The challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. It also compliments current PDHPE programs at Mayfield West Demonstration School.

40 preschool students, 316 K–6 students and 14 staff members completed the 2014 challenge. Ten classes received a gold award and five received diamond awards.

Completing the challenge also provides the school with valuable grant funding which allows us to purchase new sporting equipment.

**Sport**

**Cross Country**

Cross Country carnivals were held for students in K – 6 within the school grounds. Both carnivals were well supported by parents and carers. The 2014 Cross Country champions were Webb house. House captains Nikolina Burt and Jack Gibson proudly accepted the trophy on behalf of their house.

Our school Cross Country team competed at the Newcastle Zone Cross Country Carnival which was held at Stevenson Park. Our team was: Harmony Little, Tai Elers, Ella McDonald, Alicia Horne, Orlando Paul, Gabi Lopez, Allana Burt, Kodie Brain, Lilly Black, Justice Bluegum, Oliver Redhead, Joshua Levy, Emily O’Brien, Kayla Bernsens, Isaac Black, Luke Taft, Jada Beale, James Mullins, Nikolina Burt, Jessica Forman, Olivia Payne, Harrison Black, Caleb Porter and Declan Miller. Oliver Redhead qualified to compete at the Hunter Regional Cross Country Carnival.

**Swimming Carnival**

The annual school swimming carnival was held at Stockton Pool. The carnival was well attended by students, parents and carers. The winning house for 2014 was Millar House. House captains, Olivia Payne and Declan Miller, accepted the trophy on behalf of their house.

Ella McDonald, Riley Barry, Joshua Levy, Oliver Redhead, Sam Howard, Alec Wicks, Stephanie Schell, Tyler Hall, Declan Miller, and Jaz Holdsworth represented our school at the Newcastle Zone Swimming carnival held at Lambton Pool.
Athletics Carnival
Students in Years K – 6 participated in the Athletics Carnival held at Stevenson Park. There were a range of athletic and novelty events all of which had high participation levels.

Griffith House won the Athletics Carnival and House captains, Haylee Mills and Harrison Black accepted the trophy on behalf of their house.


Oliver Redhead qualified to compete at the Hunter Regional Carnival in the 800 m.

Sports Trials
Talented students were offered the opportunity to compete at various sports trials held by the Newcastle Zone PSSA throughout the year. This year our school sent two girls to the netball trials, one girl to the touch football trials, one girl to girls’ soccer trials and two boys to the boys soccer trials.

Newcastle Jets W-League School Visit
Students in Years 3 – 6 were involved in a visit by two of the current Jets W-League players who talked to the students about their experience as professional women’s within football (soccer) all over the world, healthy eating and the benefits of exercise.

The players demonstrated some football skills and invited a small group of our students to participate in some small skill based activities. Students were given time to ask questions before the girls signed autographs.

This visit was an excellent opportunity for all our students, especially the girls, to be able to talk with professional female sporting role models who were able to deliver positive messages in regards to health, fitness and participation.

Soccer and Netball Teams
The school entered a netball team and boys soccer team in the NSW PSSA Knockout competition.

The Newcastle Zone ran its Winter Interschool competition for netball and soccer teams in 2014. Our school entered a junior and senior team in both sports which competed throughout Term 2 on a home and away basis.
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:

- Parent surveys
- Staff interviews
- Student data

School planning 2012-2014

School priority 1
Quality Teaching and Learning

Focus Areas: Literacy, Numeracy, Curriculum and Assessment, Gifted and Talented Education and Early Childhood/Pre-school education.

Outcomes from 2012–2014

All Stages use Quality Teaching Framework in planning, programming, implementing and evaluating to increase students’ achievement in literacy and numeracy.

Literacy and Numeracy results in NAPLAN tests show positive growth for all students from Year 3-Year 5. All students are above minimum national standards in Literacy and Numeracy with 65% of students reaching proficiency. Differentiated Curriculum extends and intervenes for individual students.

Pre-school program is child-centred. Professional Learning is aligned with individual, stage and whole school needs.

Evidence of achievement of outcomes in 2014

- Professional learning was aligned with new syllabus and scope and sequences in mathematics, spelling, science and HSIE were developed
- Literacy and numeracy growth from NAPLAN show over 90% of students reaching proficiency in Literacy and 100% in Numeracy, but growth between year 3 and 5 was less than in previous years.

- Preschool program is aligned with the early years framework

School priority 2
Operational Effectiveness Focus Areas: Student and Staff Wellbeing, Organisational Effectiveness, Leadership and Management.

Outcomes from 2012–2014

Systems structures and practices are in place to meet the wellbeing of all staff and students. Innovative Business System (LMBR) utilised.

High Quality Leadership is evident supporting students and staff.

Evidence of progress towards outcomes in 2014

- LMBR is to come on line in 2015
- Sentral is now the school’s main system for rolls, communication and welfare
- Principal, SAM and Assistant Principals attended professional learning to further develop leadership and finance skills
- Equity funding was used to support targeted programs, including providing more learning support and one-on-one support for students

School priority 3
Inclusive Communities Focus areas: Aboriginal Education, Engagement and Attainment

Outcomes from 2012–2014

Identities of all nationalities in the school will be promoted through education about different cultures.

Aboriginal cultural understandings embedded in teaching.

School communications will be sensitive to needs of the whole community.

Evidence of progress towards outcomes in 2014

- Staff held meetings with parents of Aboriginal students and PLP’s were developed, implemented and reviewed
- Cultural performances visited the school
- Support was given to ESL and Aboriginal students as needed
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Communication Survey

In term 4 parents were invited to respond to a survey about communication between home and school. 14% of families responded.

80% of parents agreed or agreed strongly that the school’s programs and activities are communicated effectively to parents.

50% of parents were happy with the information given about student progress with 30% of parents requesting more information.

All parents thought the information was easy to read and that formal and informal structures were in place to support families to have conversations with school staff. They thought the school encouraged them to be involved in their child’s learning and that they had opportunities to be involved in school improvement and decision making.

There were a range of suggestions from parents on how the school could improve communication. These included: class newsletters and blogs, more parent information sessions and more frequent updates on student progress.

Staff

Staff were interviewed and identified the following as working well in the school:

- Student behaviour
- Shared planning and whole school programs
- Professional development opportunities

Staff felt that improvement was still needed in building literacy and numeracy resources and staff team building.

Students

The class representatives had some focus group discussions during the year where they identified cooperation and playground activities as positives in the school. The students would like the school to have more access to technology in classrooms.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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: www.det.nsw.edu.au/high-performance/annual-school-reports