2009 Annual School Report
Mayfield West Demonstration School-Learning for Life

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

Students
The number of students enrolled K-6 at 30 November was 243. There were forty pre-school students enrolled. Twenty were in a three day program and twenty in a two day program.

Staff
There was a staffing entitlement of 17.066. This included staff for eleven roll classes, a pre-school teacher and various support staff.

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

Significant programs and initiatives
The school offered a balanced curriculum and a variety of extracurricular programs. Along with coverage of the six key learning areas the school participated in enrichment programs, creative arts opportunities, sport involvement/representation and technology projects. Some experiences were: a whole school Beatlemania performance, a choir that performed at The Sydney Opera House, Tournament of the Minds success and participation in The Premier's Sport Challenge.

Student achievement in 2009
In external academic competitions students achieved fifteen distinctions, twenty-five credits and twenty-two merit certificates.

In the National Assessment Program results showed that all Year 5 students were above the state mean in measurement, data, space and geometry and Year 5 girls performed above the state mean in writing, grammar and punctuation.

In Year 3, girls performed above the state mean for spelling, punctuation, measurement, data, numeracy, space and geometry.

Messages
Principal's message
Mayfield West Demonstration School delivered opportunities for all students to achieve in a caring environment. The school has highly professional staff offering a variety of teaching styles to suit differing learning styles of students. Provision is made to support students who are gifted and talented, interested in creative and performing arts and who are sport minded. The school boasts innovative and extensive technology support for learning.

The school has strong and positive relationships and programs with the partner high school, Callaghan College: Waratah Technology Campus.

This year the school again worked with The University of Newcastle to assist pre-service teachers and students undertaking speech pathology training.

Fifteen students from The London Bridge International School in Japan returned for a two week visit. The value of such a cultural exchange was tremendous.

The school participated in The Seeding Success Research Project, conducted by The University of Western Sydney. This project aimed to collect information on how Aboriginal students learn.

The whole school performed in a musical called Beatlemania. This show was created to showcase the talents of students and give all students the opportunity to perform.

The year has presented challenges and achievements that allow for reflection to inform continuous improvement.

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.

Deborah Skillen  Principal

P&C and School Council message
The P&C and School Council members are dedicated to ensuring quality education, facilities and resources for all children in the school community.

The School Council is made up of representatives from P&C, parents, staff and the wider community. This year School Council welcomed new parent and staff representatives.

In 2009, the council reviewed The Student Welfare/Wellbeing Policy, The Year 6 Dux Nomination Process and offered input into the spending of the school's Building Education Revolution (BER) grant. The upgrade of the bottom playground has now been completed and further upgrades have been discussed.

Numerous fundraising events took place. Sufficient funds were raised to support the purchasing of laptops for the new Interactive Whiteboards in Stage 1 rooms. As well, $600 was donated to supplement the cost of the choir performance at The Sydney Opera House.

The P&C uniform store at the canteen has been successful, providing quality clothes at reasonable prices.
The Snack Shack Canteen is operating four and a half days, down from five, due to a lack of volunteers. Appreciation is extended to the volunteers who have helped the supervisor open on a daily basis.

P&C member, Anne Nightingale, was nominated by the school and P&C, and was successful in gaining a 2009 Newcastle Community Volunteers Award for her outstanding contribution to fundraising activities.

There has been excellent support from parents and the community at the school events throughout the year, including sports carnivals, excursions, the school disco and the musical extravaganza, Beatlemania.

Jasmine Cheetham (P&C President)

Suzanne Blakemore (School Council President)

Student representative’s message

The Student Executive has played an important role in representing the school in many events. These have included participation in the Young Leaders Day at the Sydney Entertainment Centre and a Helping Tree fundraiser to support the Victorian Bushfire Appeal where $700 was raised.

The Student Executive led school assemblies and performed various duties throughout the school. All Year 6 Leaders were involved in presenting Value Forums across classes K-6. Year 6 students have continued to visit Warabrook Aged Care Centre.

Liam Choo and Ruby Gumley

School Captains 2009

School context

Mayfield West Demonstration School is in a suburb of Newcastle, a large metropolitan city. Since the closure of heavy industry the character of the suburb has changed. Many first home buyers have bought into the area this year.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>169</td>
<td>169</td>
<td>166</td>
<td>149</td>
<td>142</td>
</tr>
<tr>
<td>Female</td>
<td>154</td>
<td>145</td>
<td>137</td>
<td>139</td>
<td>125</td>
</tr>
</tbody>
</table>

The school has applied for mobility allowance due to the movement in and out of the school during the year.

Student attendance profile

Attendance concerns were few and were followed up by The Home School Liaison Officer (HSLO). Several home visits were undertaken.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes

All class teachers, within each Stage, work as a team. This year there were two across stage classes. This structure enables co-ordination of programming and ensures consistent teacher judgement when reporting achievement.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2 3M</td>
<td>2</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>2 3M</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2SR</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4 5D</td>
<td>4</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>4 5D</td>
<td>5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5 6K</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5 6K</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5 6RP</td>
<td>5</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5 6RP</td>
<td>6</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1P/T</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1P/T</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1P/T</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1P/T</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1P/T</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3&amp;2P/T</td>
</tr>
</tbody>
</table>

There were no Indigenous staff in the school workforce. The school is guided by Aboriginal Education Consultative Group (Muloobinba). A parent in the community was on the executive.

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>121,701.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>178,047.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>104,541.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>94,433.48</td>
</tr>
<tr>
<td>Interest</td>
<td>4,277.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,726.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>509,727.04</td>
</tr>
</tbody>
</table>

| Date of financial summary:     | 11/30/2009 |
| Expenditure                    |            |
| Teaching & learning            |            |
| Key learning areas             | 57,181.71  |
| Excursions                     | 17,396.29  |
| Extracurricular dissections    | 21,714.75  |
| Library                        | 3,154.13   |
| Training & development         | 100.00     |
| Tied funds                     | 146,366.47 |
| Casual relief teachers         | 63,133.87  |
| Administration & office        | 47,766.58  |
| School-operated canteen        | 0.00       |
| Utilities                      | 38,859.64  |
| Maintenance                    | 18,773.97  |
| Trust accounts                 | 4,769.84   |
| Capital programs               | 25,036.35  |
| Total expenditure              | 444,253.60 |
| Balance carried forward        | 65,473.44  |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts

Eighty-five students from Years 3-6 were part of the school Local Cluster Choir and many of these students performed at the Cluster Choir Concert.

The whole school performed in a musical event in which classes sang, danced and acted around the theme Beatlemania. Each child K-6 participated in the show, which was a Magical Mystery Tour of the time when The Beatles were at the height of their fame.

During Education Week, students showcased artistic talents through an exhibition entitled Floriade. Works included 2D and 3D pieces. Several students’ works were displayed at the Digital Art Awards and students were presented with certificates of recognition.

Interested students auditioned to be part of the 2009 Primary Choral Series. In what was a first for the school, the students were successful in their audition. The choir consisted of thirty-one students, under the guidance of two staff members. Students were required to learn a demanding repertoire of eleven songs and performed at the Sydney Opera House in October as part of a massed choir of seven hundred children.

Six classes participated in recorder lessons. Both the principal and a member of staff attended the Festival of Instrumental Music at The Sydney Opera House where they were able to view a performance by a massed group of students playing recorder.

Sport

Students were provided with many sporting experiences. Sport carnivals (athletics, swimming and cross country) were very successful with high levels of participation and community support.

Seventy-seven students represented at Newcastle Zone swimming, cross country and athletics carnivals.

Two students qualified for the Hunter Area Cross Country Championships.

Five students, in six sports: cricket, girls’ touch football, hockey, rugby league, girls’ soccer and AFL trialled at Newcastle Zone PSSA tryouts.

Two junior and two senior teams (netball and soccer) competed in the Newcastle Primary School Sports Association (PSSA) winter, interschool competition. The support of three parents with the coaching of the soccer teams brought more skill, understanding and fitness to students. The teams improved as a result of this assistance.

Stages 2 and 3 participated in a four-week rugby league skills-based program organised in conjunction with the Newcastle Knights and Australian Rugby League.

Newcastle City Council pool lifeguards visited the school. The lifeguards emphasised safety around water.

Stage 1 was involved in a gross motor skills-based program organised and co-ordinated, over a term, by Physical Education students at The University of Newcastle.

Year 2 students were given the opportunity to participate in a two-week intensive swim school.

One student, Katie Schimann, was selected as a representative in the Girls’ Hockey PSSA Hunter Regional Representative team.

Forty-four students were chosen to participate in Carrington Tag Day which was for students to learn and try the sport of OzTag.

Academic Competitions

Forty-seven students Years 3-6 participated in various national competitions. This was a 10% increase on the participation rate for 2008.

Results were:

- Mathematics: 1 Distinction 7 Credits
- Science: 1 Distinction 2 Credits
- Computers: 1 Distinction 7 Credits
- English: 1 Distinction 4 Credits
- Writing: 1 Credit
- Spelling: 3 Distinctions 4 Credits

Seventy-one students, Years 5 and 6, entered The Newcastle Permanent Maths Competition. This competition was open to all schools in the Hunter area. Students gained eight Distinction and twenty-two Merit Certificates.

Australian Early Development Index (AEDI)

Kindergarten students participated in the 2009 AEDI national data collection. Data provided the school with a snapshot of the development of children at the time they start school. This information is to support children to give them the best start in life.

Results indicated that at the commencement of Kindergarten:

90% of students were on track in the physical and well being domain.
80% of students were on track in the social competence domain.
80% of students were on track in the emotional maturity domain.
95% students were on track in language and cognitive skills domain.
75% students were on track in communication and general knowledge domain.

Public Speaking
Students participated with enthusiasm in the Public Speaking Program this year.
A variety of new strategies were used across the stages to support the students in writing and presenting quality speeches. Joint constructions, speech scaffolds and critical analysis of high quality public speaking samples were utilised.
Two students from each stage represented the school at the Newcastle Zone Competition.
Connor Partland, from Stage 2, received a highly commended award.

Environmental Education
All teachers encouraged that lights, fans, and interactive whiteboards be turned off during lunch and recess breaks. This was to help reduce the school’s carbon footprint.
The school formulated a School Environmental Management Policy (SEMP). This policy will be used to help administer environmental initiatives in the future.
The school planted a School Hope Tree. It is a Golden Ash tree and was a donation. It has been planted near the front fence and, as it grows, will serve as a symbol of optimism.
Class 4M took part in an initiative by Newcastle City Council to encourage composting. A compost bin was donated to the school and class training will be a major part of this initiative.
The school playground received an upgrade. The students monitored and recorded the progress and then presented the steps on The Callaghan Community of Schools Website.

Library
The library provided resources and computer facilities for eleven classes and two preschool classes. Staff, parents and all students from Preschool-Year 6 accessed the library’s collection for home borrowing and class use.
The library budget purchased new teacher and student resources, concentrating on student fiction and non-fiction books. A number of book donations were made by students, parents, staff and community groups.
Some new DVDs were purchased and added to the existing collection. These have been a popular addition to the library for home use.
A library clerical assistant was employed for half a day per week. Scholastic Book Club was managed and collated by a parent volunteer.
Reading was supported through the promotion of the Premier’s Reading Challenge, Book Club, Book Week activities and a Book Fair. The Book Fair provided over $600 worth of books as commission for the school.
Forty-eight students from Kindergarten-Year 6 completed the 2009 Premier’s Reading Challenge.
The library was open for student use on Tuesday and Wednesday during second half lunch. It was a very popular place for reading, using computers, drawing, games, puzzles and chess.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

(LSG) are Like School Groups
There has been an improvement in the number of students gaining Band 5 in writing.

The school continues to target grammar and punctuation understandings through explicit teaching.
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
The area of inferential comprehension is to be targeted in 2010.

Numeracy – NAPLAN Year 5

Numeracy improvement was above state and LSGs for 2007-2009.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Total Aboriginal student enrolment in 2009 was twenty-two. This represented 7.2% of the total school population.

A parent and principal regularly attended local Aboriginal Education Consultative Group (AECG) meetings.

Personal Learning Plans (PLP) continued to be used to track the achievements and learning outcomes of Aboriginal students. Parents and carers liaised with teachers, providing valuable information about strengths, areas for development and yearly goals.

All Aboriginal students from Year 1 to Year 6 were assessed for reading progress using the Neale Analysis Test. This testing revealed an overall average reading age increase of 0.96 years for accuracy and 0.99 years for comprehension.

Aboriginal students participated in The Seeding Success Research Project. This project aimed to identify factors that are linked to successful educational achievement for Aboriginal students. The research will provide information that can assist the school to develop more effective programs for Aboriginal students.

Four Year 6 Aboriginal students were recognised for sustained, consistent academic effort, demonstrated improvement in attitude and special achievement in leadership at the Callaghan Learning Community Indigenous Recognition Ceremony for Excellence.

Eleven Aboriginal students in Stages 2 and 3 participated in the Norta Norta (Learning) Program. The focus of the program was to provide learning assistance in Literacy, particularly reading. Individual and small group teaching strategies were used to facilitate accelerated progress in academic achievement.

Indigenous Education was a focus for the Callaghan Learning Community Student Leadership Website. A small team of Aboriginal students, community leaders and a teacher developed an Acknowledgement to Country address unique to the school community. The group received advice from the school’s Aboriginal community to develop a shared understanding and significance of this address which is used at assemblies and special occasions.

Three students were accepted into A Creative Arts Program at Hunter School of Performing Arts.

Multicultural Education

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

There were thirty-five students enrolled who speak a language other than English at home. Ten of these students received support from trained English as a Second Language (ESL) teachers. The ESL teachers are part of a support group of teachers who meet regularly.

The students have backgrounds from some of the following countries: Canada, China, Iran, Italy, Macedonia, Malaysia, Mauritania, Netherlands, Papua New Guinea, Philippines, Samoa, South Africa and Thailand.

There were three students enrolled in the New Arrivals Program (NAP) which aimed to have eligible students accessing the mainstream curriculum by the end of their first year in Australia.

The school again hosted a cultural exchange program allowing fifteen Japanese students aged 5-11 years to experience two weeks in an Australian school.

The school has a trained Anti-racism Contact Officer. There were no complaints of racism.
Respect and Responsibility

Values Education is part of the curriculum at Mayfield West Demonstration School. Specific values are explicitly taught every three weeks by Year 6 student leaders through the Student Representative Council/Values Forums. The nine focus values are respect, responsibility, care & compassion, honesty, co-operation, fairness, happiness, acceptance and democracy.

Year 6 leaders worked with class teachers to develop lesson activities and presentation methods. The students presented the values lesson to a designated class. Year 6 leaders used a variety of teaching methods during the SRC/Values Forum, such as hands-on activities, discussion forums, questioning and role plays. This year students in Year 5 provided support to the Year 6 leaders.

A High 5 Behaviour Recognition program has been developed and implemented. The aim of this program is to recognise students doing the right thing and making sensible choices. Students receive a High 5 token that is placed into a draw. Every three weeks 3 students are randomly selected and receive a free lunch at the school canteen.

University Links

The school continues to develop and strengthen its strong links with The University of Newcastle to demonstrate best teaching practice.

Programs for 2009 included:

One staff member worked two days per week delivering lectures and tutorials.

All classrooms, Preschool to Year 6, hosted 295 first year pre-service teachers to observe quality teaching and management practices over a three week period.

Eleven classrooms were involved with The Maths Buddies Program, in which fifty-five second year pre-service teachers taught a unit of work to small groups of students.

Thirteen pre-service teachers from The University of Newcastle and Charles Sturt University undertook Practicum and Internship programs at the school.

Eighty-eight Speech Pathology students visited classrooms to observe how language is used in quality teaching.

Sixty fourth year Early Childhood Physical Education pre-service teachers developed, implemented and evaluated a fundamental skills and movement program for Preschool-Year 2.

Eight pre-service teachers volunteered to support learning in classrooms.

The school will continue to support these programs in 2010.

Pre-school

Preschool operated with 2 groups. Each group had 20 students. The 3 day group attended Monday, Tuesday and Wednesday each week. The 2 day group attended each Thursday and Friday.

The students participated in a play based program which was designed to follow the children's interests. The program incorporated both outdoor and indoor play.

Premier's Sporting Challenge

The Premier's Sporting Challenge was a 10 week program that ran in Term 3. It included a range of initiatives with one common purpose: to have more students, more active, more often. The challenge aimed to engage all students from Pre School - Year 6 in sport and physical activity and encouraged them to lead healthy, active lifestyles.

Students worked together to achieve award goals for their class and had to regularly complete log books.

Reading Recovery

Reading Recovery is an early intervention program for Year 1 students that targets literacy skills. Four students participated in the program for up to 20 weeks. They received individual lessons for 30 minutes each day.

Nine students participated in the program over the year. Five students successfully completed the program. Three students were referred to other support services within the school. One student transferred before completing the program.

The program will continue in 2010.

Support Teacher Learning Program

The Support Teacher Learning (STL) Program for Stage 2 students provided additional support for students in literacy and numeracy. The focus areas were spelling, reading, writing and problem solving. The students participated in four sessions per week.

Fifteen students from Stage 2 were included in the program. Every student demonstrated improved outcomes in spelling, reading and writing with an average gain of 7.3 reading levels.

Stage 1 students who needed learning assistance in literacy worked in a small group four mornings a
week. There were significant improvements in attitudes and reading levels.

**Enrichment Activities**

Twelve Year 6 students were involved in an enrichment program called *Aim High*. The students attended the program, at *Waratah Technology Campus*, for one day per week over a 20 week period. The program aimed to extend students both socially and academically through a cooperative learning framework and active participation in a wide range of interesting and motivational topics.

An enrichment class was held each Tuesday afternoon during Terms 1 and 4. The opportunity gave students, with academic strengths a chance to extend their knowledge and skills while working with other students at their level.

A group of seven students from Year 4-6 took part in *The Tournament of the Mind* challenge in the area of Applied Technology. Students solved a long term problem and presented their solution in the form of a ten minute play. This involved making a movie. They also had to solve a spontaneous challenge on the day with no preparation. This was initially run as a class group activity one day per week for all students, before a team was selected. The school team came second in their category with honours.

**Students with Special Needs**

Sixteen students were identified as having a variety of special needs.

Six students were supported in the playground and on excursions by four *School Learning Support Officers*.

*Whole School Learning Support (LST)* meetings were held in each term to discuss and meet the needs of students with special needs.

Meetings were held to discuss transitioning arrangements for Year 6 students moving to Year 7 in 2010. Visits to the high school were arranged to assist transition.

*The School Counsellor* provided invaluable assistance working with students with special needs, their families, school staff and outside agencies.

*The Home School Liaison Officer* assisted in meeting the needs of a small number of students with attendance issues.

**Student Welfare**

In 2009 *The Student Welfare/Wellbeing Policy* was revisited and updated.

The following was added to the policy:

- Explicit details to support student understanding of the broad concepts of Care, Courtesy Common Sense and Commitment.
- A flow chart of consequences for students who are not showing school responsibilities within the classroom.
- Coping strategies for incidences of bullying.
- An *High-five* reward program aimed to highlight students who demonstrate positive behaviours.

The school responsibilities of Care, Courtesy, Common Sense and Commitment in conjunction with the explicit teaching of values have had a positive impact on student self-regulated behaviour across the school.

This year has seen a significant reduction in the number of students attending *Talking and Planning* sessions.

Executive staff had an increased presence in the playground.

Values based lessons were designed by staff members. Year 6 leaders are trained in the presentation of these lessons at timetabled meetings in K-6 classrooms.

Students were encouraged to attend, with their parents and carers, *student centred conferences* in June.

Students were encouraged to reflect on their learning and to identify areas of strength and areas requiring improvement. Chosen strengths were highlighted at the school’s annual *Celebration Day*.

**Technology**

Information communication technology was available to students from Preschool-Year 6. The school network enabled students access to the *Department of Education intranet and internet*, *email* and *shared software programs*.

The *Technology for Learning* (T4L) program assisted in providing an upgrade of computers. T4L provided three additional notebooks to complement new interactive whiteboards.

Interactive whiteboard technology provided an opportunity to enhance effective teaching and learning strategies. Throughout 2009, six interactive whiteboards were installed. Classes Kindergarten-Year 6 had access to interactive whiteboard technology.

Professional learning occurred as school-based and external training sessions.

With increased access to reliable technology, all students have developed greater knowledge,
skills and self-confidence in many aspects of technology.

Students utilised the web-based software programs Mathletics and Spellodrome. Both students and teachers had access at school as well as at home. This allowed students to develop mathematical thinking, literacy strategies and computer awareness skills. Teachers were able to coordinate learning activities with class programs and these programs became additional assessment tools. Licences will be available for students and staff in 2010.

Peer tutoring played a major role in building the school community’s knowledge of the capabilities of the school network.

The responsibility for daily care and maintenance of technology areas has been enhanced by training student teams. Student respect for, and understanding of, hardware has improved. Review and enhancement of this program will continue.

Installation of interactive whiteboards in specialist areas eg library, STL will be considered for 2010.

Planning and updating of class computers will continue, allowing reliable and efficient classroom access.

In the Preschool teaching through technology will be expanded.

**Progress on 2009 targets**

**Target 1**

**To improve numeracy understandings in the particular area of decimals**

Our achievements included:
- The school utilised a dedicated timetabling of numeracy teaching across Stages targeting decimal understandings.
- K-2 trialled the use of Go Maths program which had an emphasis on working mathematically.
- Staff used Newmans Analysis as a technique for finding out what information is given and what is needed.
- The incorporation of rich tasks to demonstrate decimal use in everyday life was encouraged.
- NAPLAN results showed improvement with more students scoring positively in respect to decimal understandings.
- Assessment tasks were designed specifically to target decimal understandings therefore informing teaching and learning programs.

**Target 2**

**The integration of technology through curriculum areas.**

Our achievements included:
- Increased professional learning for staff in the use and potential of interactive whiteboards.
- Encouragement of peer support and tutoring across Stages.
- Increased opportunities for internet research strategies in teaching and learning programs.
- Purchase of a Mathletics Licence for all students in the school. Many students followed the program at home as the licence was transferable.

**Target 3**

**To improve behaviour management techniques.**

Our achievements included:
- The school community revisited and reviewed The Student Welfare/Wellbeing Policy. After consultation with all stakeholders the policy was ratified by The School Council.
- A survey was given to parents and students to determine their perception about if there is bullying in the school and if so, to what degree. Staff also discussed and provided input.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations concerning communication across the school community, reading and bullying perceptions.

**Management of Communication**

**Background**

The school endeavours to keep everyone informed. There is a variety of communication avenues utilised and it was important to assess the effectiveness of existing communications and assess the usage of newer systems.

**Findings and conclusions**

A survey to investigate how the school communicates with parents and carers was conducted. There was a 25% return by families. 90% of responses indicated general communication was either good or satisfactory.
Comments included: newsletter should include more pre-school news, assemblies are hard for parents to get to if they work, a Stage term letter would be helpful in making parents aware of learning areas being studied, different people keep in contact with the school in a variety of ways and it seems to me it is all covered, website is too generic, increased use of email and teachers are readily available and have phoned when they thought I should be aware of something.

The school newsletter was positively received and the weekly distribution was appreciated. There were comments to suggest the school website needs further development.

Future directions

Improvements to the school website are underway and will continue in 2010. Webservices support the site and new dimensions are being added, including the addition of The Annual Report.

Reading

Background

Reading results suggest that students understand the mechanics of reading but the area of inferred comprehension needs more explicit teaching. Students also need to develop vocabulary. A survey was conducted to investigate how parents/carers view the teaching of reading at the school.

Findings and conclusions

There were only 11% of families who responded to the reading survey. Most agreed that they were provided with useful reports about their child’s reading but there some who strongly disagreed.

Parents/carers valued home reading but felt that in the older years the importance placed on this activity decreased when homework was set.

There was evidence that parents/carers would like to be involved in support to help their child become better readers.

Future directions

Education sessions to assist parents/carers to know how to help their children with reading would be conducted.

Useful hints about improving reading would be placed in the newsletter.

Home Reading would have an increased profile in the school and be encouraged through set homework.

Reading activities would involve explicit lessons involving inferential comprehension.

Bullying

Background

The school was reviewing The Welfare/Wellbeing Policy and as part of this review it was important to ascertain parental, staff and student views on bullying in the school.

There was a 20% return of surveys from families within the school community.

Findings and conclusions

Parent/carer survey responses:

80% held the opinion there was a bit of bullying in the school, 13% a lot and 9% none.

43% stated bullying happened this year, 36% not this year and 22% didn’t answer the question.

37% of respondents stated their child told an adult at school about the bullying, 26% did not.

34% stated they were pleased with the school’s response, 51% did not answer and 13% were not pleased.

Student survey responses:

Students in Stage 3 indicated an equal number of students told an adult or didn’t report an incident.

The majority of students from Kindergarten to Year 4 felt the teachers had helped them with any problems.

Staff comments stated:

Staff always help and support if they are aware of a problem.

Staff felt it was important for all staff to be informed of incidents so they can respond appropriately having knowledge of the situation.

Future directions

Weekly administration meetings will provide information to all staff about welfare issues. Discussion about support measures will occur.

Students will be encouraged to report any incidents that they are either aware of or happen to them.

Further School Counsellor support will be available. Parents/carers and students will be encouraged to seek this support.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Feedback was encouraged through a variety of forums such as P&C, School Council, surveys and parent interviews.

The school has an open door policy, encouraging parent participation and opinions.

Parents were consulted concerning a review of The School Welfare and Wellbeing Policy, resulting in changes being implemented.

Parent support for The Beatlemania performance was extensive with the concept of one night at a larger venue being a resounding success.

Students had a voice through Student Representative Council Forums.

Staff concerns were addressed through administration, stage and professional meetings.

Parents and students appreciated the time staff put into providing extra-curricular activities.

Surveys were conducted to illicit comments and evaluate areas. Three major surveys were conducted. See previous section on evaluations.

Professional learning

The areas for professional learning were aligned with the school’s plan and targets. Expenditure for 2009 was $8690.33.

All staff participated in Professional Learning. Technology applications in quality teaching and learning were dominant areas. The teaching of numeracy was also a focus area.

School development 2009 – 2011

The school plan has identified three strategic priorities to be addressed 2009-2011. Targets for 2010 reflect the intent of the strategic priorities (2009-2011).

Priority 1: Quality achievement through dynamic delivery of curriculum.

Priority 2: Technology to enhance quality teaching and learning.

Priority 3: Stimulation of holistic learning providing opportunities for social cohesion and development.

Targets for 2010

Target 1

To improve reading comprehension for all students.

Strategies to achieve this target include:

- Reading material will be student centred and will come from a variety of sources including articles, pamphlets, graphs etc.
- Students will be exposed to experiences that are rich and cater for a wide range of interests.
- Students will be trained to use Here, Head, Hidden and Heart strategies.
- Teachers will be trained to use The Torch Test to identify types of comprehension questions the students need to develop.
- Callaghan Learning Community will provide shared professional learning for all staff members in the teaching of inferential comprehension strategies.
- All students in Years 2-6 will write a work sample to ascertain pre (February) and post (November) understandings of paragraphs.
- NAPLAN results will show improvement in students performing better when inferred meaning is understood.

Our success will be measured by:

- 80% students Year 2-6 having improved reading inferences by 10% or more based on The Paragraph Understanding Test.
- 70% students in Year 3 achieving Band 3 or above in NAPLAN testing.
- 65% students in Year 5 achieving Band 5 and above.
- Students will become more involved in their learning and will use a variety of media for reading.

Target 2

To increase engagement of students in middle years of schooling, focussing on Stage 3 students.

Strategies to achieve this target include:

- Staff to explore research and best practice for middle years schooling.
- Encouragement of constant and informal dialogue about where education can take students and the opportunities it provides. Careers advisor from partner high school to be utilised as a resource.
• Improved transition focus with high schools.
• Teaching that centres on progress of students and provides students with continual feedback.
• Provision of child-centred learning within Stage 3 area.
• Involvement of students in decision-making processes in the school.

Our success will be measured by:
• Low absences amongst Stage 3 students.
• Staff utilising current research to inform teaching methods for middle school students.
• Students engaging in conversations about positive goals and aspirations.
• Planned and shared transition activities.
• Feedback will add value to student responses.
• Programming will show child-centred learning journeys.
• Students’ involvement in Student Representative and Values Forums will be valued by majority of students.

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: