Mayfield West Demonstration School

Care, Courtesy, Commonsense and Commitment
Our School at a Glance

Staff
There was a teacher entitlement of 18.108 and administration of 3.722. This included staff for twelve roll classes, a Pre-school teacher and various support staff.

Significant Programs and Initiatives

Live Life Well @ School
Live Life Well @ School (LLW@S) was a joint initiative between the NSW Department of Education and Communities (DEC) and NSW Health. The aim of the program was to bring together shared resources.

A key element of the school action plan was to change from a Fruit Break to a Crunch & Sip time. This allowed for the idea of vegetables and fruit to be seen as an important nutrition source.

The school canteen joined the Fresh Tastes @ School Canteen Strategy and the school kitchen gardens were expanded to help grow some salad vegetables that could be used by the canteen.

Another key element of the plan was the teaching of Fundamental Motor Skills (FMS).

Education Week Simultaneous Launch
Mayfield West Demonstration School students from K-6 participated in the Education Week Simultaneous Launch. Over 8000 students across the state performed a flash mob dance routine, simultaneously, to promote public education. Mayfield West performed at Customs House Plaza along Newcastle Foreshore.

Parent and community involvement were high with many attending the event. The performance attracted positive media coverage.

Climate Cam
Mayfield West Demonstration School became part of the Newcastle City Council’s Climate Cam Program. The program fosters energy and resource efficiency within local schools. The program encouraged schools to work through and achieve eco stars. A student led environment team called the Climateers was established.

The Newcastle Port Corporation signed a partnership with the school ($15,000 over 5 years) to help make the school ecologically sensitive.

Hunter Water Community Grant
The school received a grant from The Hunter Water Corporation. The project was called Tapping Off Our Water and involved the replacement of playground taps and bubblers with spring-action apparatus.

Boys’ Class
A boys’ class was established. The learning activities were experientially based with a focus on technology-based learning. Excursions to Awabakal Field Study Centre and the Newcastle Foreshore complemented the teaching program.

Student Achievement in 2012
Thirty-two Year 5 and thirty-four Year 3 students sat NAPLAN tests. Highlights were: Year 3 boys were 28 scale scores above the state average in numeracy. Year 3 boys improved 29 scale scores from the 2011 data in reading. Year 5 girls were 11 scale scores above the state average growth in spelling.

The average scaled score growth for Year 5 students was above that of the state in all areas.
Principal’s Message

In 2012 there have been many conversations about future directions for education within the wider context. Several systemic changes have occurred with the implementation of Every Student Every School initiative. This has required a broadening of understanding in respect to how support funding is distributed.

The school continued to benefit from being part of the Learning Community called Callaghan Education Pathways Group (CEPS). The combined resources were certainly advantageous.

The collaboration between staff, students and parents is a tribute to a shared partnership with inputs from all stakeholders valued.

Highlights were The Education Week activities: Mimicking The Masters, The Simultaneous Performance and The Jogathon.

Significant links occurred with The University of Newcastle to assist pre-service teachers.

Academic and social accomplishments were foci for all students.

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

Student Representatives’ Message

Members of the Student Executive participated in many activities in 2012. They ran assemblies and spoke at a variety of functions.

The Student Executive and The Sport Captains attended leadership workshops called Altitude Day, participating in a variety of team building and leadership activities.

All Year 6 leaders have shown Care, Courtesy, Commonsense and Commitment throughout the year. They have also been great role models by showing the younger children how to play fairly. The Year 6 Leaders also led Kindergarten to Year 5 in Values Forums.

Chloe Owens/Jackson Hannah, Captains

School Context

Student Information

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

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>166</td>
<td>149</td>
<td>142</td>
<td>144</td>
<td>152</td>
<td>159</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>139</td>
<td>125</td>
<td>122</td>
<td>140</td>
<td>135</td>
</tr>
</tbody>
</table>

The school has applied for mobility allowance due to the student movement in and out of the school. As the school is in close proximity to The University of Newcastle mobility is often in relationship to university semesters.
### Student Attendance Profile

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

Attendance concerns were few and were followed up by The Home School Liaison officer (HSLO). Of concern were the many late arrivals.

Families were notified of attendance expectations and policy through newsletters, information sessions and personal contact.

### Staff Information

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

### Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>10</td>
</tr>
<tr>
<td>Pre-school Teacher</td>
<td>1</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</td>
<td>3&amp;4P/T</td>
</tr>
</tbody>
</table>

### Staff Retention

Staff remained relatively stable. There were 2 retirements and three staff members worked part-time. Any leave taken by staff was filled by capable temporary staff.

### Teacher Qualifications

*All teaching staff met 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>
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</table>

### Financial Summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>92963.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>207021.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94354.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>105756.14</td>
</tr>
<tr>
<td>Interest</td>
<td>4928.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52479.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>557504.17</td>
</tr>
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</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>61419.61</td>
</tr>
<tr>
<td>Excursions</td>
<td>24342.41</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>26894.56</td>
</tr>
<tr>
<td>Library</td>
<td>2684.61</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4037.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64564.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>59418.13</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>39837.35</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48390.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38734.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>45812.70</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16975.36</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>433111.96</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>124392.21</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts

Interested students successfully auditioned to be part of the 2012 Primary Choral Series. The choir consisted of twenty-eight students.

Students from Years 3-6 were required to learn a demanding repertoire of eleven songs and performed at The Sydney Opera House as part of a massed choir of seven hundred students.

During Education Week, the staff and students created a Pop Up Art Show titled Mimicking the Masters. It allowed the students to pay tribute to an artist from either the present day or a bygone era.

Students created 2D and 3D masterpieces based on The Masters from around the world. Some works were traditional whilst others were more experimental. The school community was invited to view the exhibition and attendance and interest was high.

Academic Competitions

Thirty-six students, Years 3-6 participated in various national competitions. Entry was by payment of a fee. Participation was optional. Results were:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Distinctions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in Years 5-6 entered The Newcastle Permanent Mathematics Competition. Results were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Distinctions</th>
<th>Merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Year 5</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

Sport

Students were provided with many sporting experiences. Sport carnivals were very successful with high levels of participation and community support.

Fifty-four students represented at zone swimming, cross country and athletics carnivals. Eight students participated in Newcastle Zone PSSA sports trials.

Harry Black, Tomeeka McKillop-Davies and Jacob Payne qualified for the Hunter Region Cross Country Championships. Tomeeka and Jacob were selected for the NSW Carnival.

Jessie Little, Tomeeka McKillop-Davies, Tyler Gersbach and Jacob Payne qualified for the Hunter Region Athletics Championships. Tomeeka gained selection in the 800m event for the NSW Carnival. She was chosen to be a regional flag bearer.

Jacob Payne was selected in both The Hunter Region Rugby League and Touch Football team.

Students from Years 3–6 were involved in a program called Backyard League. Knights Toyota Cup players participated in classrooms as mentors encouraging students with reading, mathematics and writing.

A league team played in the Knights Knockout and Jarod Mullen Cup. Waratah Junior Rugby League Club assisted by lending playing strips.
105 students, Years 3-6 participated in Have-a-Go Sport afternoons playing other schools.

Teams were entered in PSSA State Knockout Netball and Soccer. Both teams progressed to the second round.

K-6 students, were visited by Newcastle City Council Lifeguards. The emphasis was on water safety.

Year 2 students participated in an intensive swim school catering for swimmers of all abilities.

Ninety-three students participated in an OZTAG Gala Day. A Year 3/4 girls team won their division and the 5/6 girls team were runners-up.

Students participated in a user pays program called BizFit incorporating dance and fitness.

13 Staff and all students, Pre-school-Year 6, completed The Premiers Sporting Challenge. Eight classes received gold and five classes diamond awards.

**Best Start**

Best Start has been implemented for the last four years with Best Start Software currently used by K-2 teachers. Teachers attended Best Start professional meetings to listen and share ideas and resources.

In Term 1, all Kindergarten students were assessed. The information provided a starting point for each student. A detailed report was issued to the parents/caregivers.

Teachers have been using the Best Start Tools including the Literacy and Numeracy Continuums. Students have been placed on the continuum and their progress has been documented.

There has been pleasing growth in Aspects of Writing, Reading Texts and Arithmetic Strategies.

**Aim High**

Twelve Year 5 students were involved in an enrichment program at Callaghan Technology College, Waratah Campus. The students attended a range of activities such as, Mathematics, Public Speaking, Visual Arts and Science. Each activity operated for three weeks. The program aimed to extend students both socially and academically.

**Public Speaking**

Students from Kindergarten-Year 6 participated in the school Public Speaking Program. Students were given support and encouragement to develop their public speaking skills. Two students from each Stage represented the school at The Newcastle Zone Public Speaking Competition. Jasper Redhead from Early Stage 1 received a Highly Commended Zone Award.

**Environmental Education**

The vegetable gardens were a centre for activity and began to produce crops needed to meet the specific requirements of the canteen. A garden shed to store tools has been installed and a new tap located closer to the vegetable gardens gives convenient access to rain water from collection tanks.

The orchard continued to thrive and oranges were used in the canteen. New native gardens have been planted.

The P&C provided the Pre-school with garden beds and recycled food scraps were given to local chickens.

The school enrolled in the City of Newcastle’s ClimateCam Program which fosters energy and resource efficiency within local schools.
The school is conscious of its carbon footprint and is vigilant in monitoring and minimising electricity use. Smart Meters continued to assist in monitoring water usage.

**Japanese School Visits**

Sixteen students and parents accompanied by two teachers from *London Bridge International School* Japan visited in November.

During the visit the Japanese students interacted with Australian students their own age and shared social and cultural activities. Staff and students are richer for the learning that occurred from this visit.

![Japanese Students Visit](image)

**Learning Assistance Support Teacher Program (LaST)**

The LaST program supported students in Stages 1, 2 and 3 in Literacy and Numeracy.

The Stage 1 program focused on developing the reading skills of students with additional learning needs. Groups consisted of 6-8 students and were reviewed at the end of each term. Twenty-six students participated in *The Guided Reading Program*, gaining between 3-11 reading levels per term.

Learning support for Stage 2 and 3 was provided within the classroom to the whole class, small groups or individuals. Programs targeted knowledge and skills in both numeracy and literacy, including writing, comprehension, whole number and problem solving. Three students participated in individual programs addressing specific, long term learning needs.

**Library**

Twelve classes and two preschool classes utilised the library’s resources and computer facilities. The library collection was accessed for home and class borrowing. The library budget purchased new student resources, concentrating on non-fiction, fiction and picture books. A number of book donations were made by students, staff and community groups. *The Scholastic Book Club* was managed and collated by a parent volunteer.

Reading was supported through the promotion of the *Premier’s Reading Challenge*, *the National Year of Reading*, *Book Club*, *Book Week* activities and a *Book Fair*. The *Book Fair* provided $630 commission in books for the library collection. A *Book Week Parade* was well supported by the school community. Forty-nine students completed the 2012 *Premier’s Reading Challenge*.

The library was open for student use three times a week during lunchtime. A *Storytime Club* was initiated and run by some Stage 3 students.

The library was the site of the school’s *Connected Classroom*. This enabled the students and staff to participate in video conferences.

**Student Centred Conferences**

70% of students had parents/carers accompany them to *Student Centred Conferences* as part of the mid-year reporting process.

Students took the opportunity to discuss their strengths and areas for development.

**Student Leadership**

Eight house captains were elected to support the school sport program. Six students were elected by students to undertake the role of student executive for 2012. These students took part in a leadership day called *Altitude Day*. The student executive was responsible for a variety of tasks within the school such as running whole school assemblies, meeting and greeting visitors and playground routines.

**Student Wellbeing/Values Forums**

The school responsibilities are *Care, Courtesy, Common Sense and Commitment*. They are explicitly linked to making positive behaviour choices by students. The teaching of *Values* is used as a focal point for discussion when reviewing behaviour choices and promoting a positive school climate.

Year 6 Leaders acted as positive role models, presenting timetabled *Values Lessons* supporting the school responsibilities.

Students were encouraged to reflect on their learning and to identify areas of strengths and areas for development. Positive achievements were showcased at *Celebration Day*. 
The school Suncare Statement was revisited. At all times hats were encouraged.

Units of work were developed to cater for specific student interest levels. The number of classroom interventions decreased. Rich tasks were utilised for engagement in learning.

In the playground, equipment was available for students. Senior students organised games for younger students to play.

The High-Five Reward Program aimed to encourage and recognize positive behaviours.

The Antibullying Policy was updated to include dealing with cyberbullying.

Technology

New technologies were purchased and implemented to enhance teaching and learning in classrooms. Another six iPads were purchased to support literacy and numeracy programs. They were used daily and were loaded with applications that foster skills in reading, phonics, sentence construction, sequencing, counting, logic skills and mathematical problem solving.

Sixteen notebook laptops were purchased and used in Stage 3 as mobile learning stations. Students were able to log-on to the school wireless network and complete projects using the Internet and email. This allowed students to produce digital reports, communicate with students in other schools and complete on-line tasks.

A school Facebook Page was created to allow greater contact within the school community. Photos from school events, school newsletters, upcoming calendar events and comments about school life were posted and liked on the site. The school website was another link for the community.

Students in all Stages had access to licenses for Mathletics and Reading Eggs programs. They were accessed from school and home.

There are ongoing technology programs within the school. Every student has weekly access to the computer laboratory. All classrooms utilised interactive whiteboard technologies to enhance teaching and learning activities.

University Links

The school continued to maintain and strengthen its strong links to The University of Newcastle.

Programs and Professional Experiences included:

 One staff member shared expertise delivering lectures and tutorials.
 One Early Childhood Intern completed an internship in Pre-school.
 Thirty first year pre-service teachers studying the English K-6 syllabus visited. Teachers provided lesson plans and small group teaching opportunities.
 A four week practicum catered for fourteen second year pre-service teachers linked to Managing the K-6 Learning Environment.
 Three Masters of Teaching (Primary) pre-service teachers focused on Quality Teaching strategies.
 Three staff members attended professional learning to showcase current best practice and pedagogy at The University of Newcastle.

The school was also part of a group of schools aligned to a National Partnership Program: Centre for Excellence, Quality Teaching. This was a National Partnership Program and involved links with The University of Newcastle.

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.

Eleven students participated in the program including two Year 2 carry-overs. These students had not completed their program whilst in Year 1.

Four students successfully completed the program.

Six students were referred to other support services. One student transferred out of the school before completion of the program.

The program will continue in 2013.
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427.4</td>
<td>404.0</td>
<td>419.6</td>
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</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0%</td>
<td>2.8%</td>
<td>22.2%</td>
<td>19.4%</td>
<td>36.1%</td>
<td>19.4%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>4.0</td>
<td>9.1</td>
<td>20.7</td>
<td>19.7</td>
<td>24.7</td>
<td>21.7</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.6</td>
<td>14.8</td>
<td>19.4</td>
<td>22.3</td>
<td>19.9</td>
<td>18.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
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</table>

Numeracy – NAPLAN Year 3

**Year 3 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td></td>
<td>420.9</td>
<td>383.0</td>
<td>400.2</td>
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**Skill Band Distribution**

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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0%</td>
<td>7.9%</td>
<td>21.1%</td>
<td>34.2%</td>
<td>21.1%</td>
<td>15.8%</td>
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<tr>
<td>School Average 2008-2012</td>
<td>2.0</td>
<td>10.6</td>
<td>22.6</td>
<td>28.1</td>
<td>22.1</td>
<td>14.6</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>6.0</td>
<td>13.0</td>
<td>25.8</td>
<td>28.3</td>
<td>15.7</td>
<td>11.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
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Reading – NAPLAN Year 5

**Year 5 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
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<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>488.9</td>
<td>473.0</td>
<td>492.4</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>9.7%</td>
<td>9.7%</td>
<td>25.8%</td>
<td>29.0%</td>
<td>19.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>7.8</td>
<td>12.0</td>
<td>25.3</td>
<td>23.5</td>
<td>19.3</td>
<td>12.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>11.5</td>
<td>13.8</td>
<td>28.3</td>
<td>25.1</td>
<td>15.6</td>
<td>5.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
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</table>

Numeracy – NAPLAN Year 5

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>491.8</td>
<td>474.9</td>
<td>493.6</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.2%</td>
<td>16.1%</td>
<td>22.6%</td>
<td>29.0%</td>
<td>19.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>5.5</td>
<td>7.3</td>
<td>32.7</td>
<td>29.7</td>
<td>16.4</td>
<td>8.5</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>8.1</td>
<td>15.8</td>
<td>30.2</td>
<td>25.8</td>
<td>12.8</td>
<td>7.4</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
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</tbody>
</table>

Progress in Reading

**Average progress in Reading between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.9</td>
<td>118.8</td>
</tr>
<tr>
<td>SSG</td>
<td>86.1</td>
<td>72.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Progress in Numeracy

**Average progress in Numeracy between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>103.6</td>
<td>105.5</td>
</tr>
<tr>
<td>SSG</td>
<td>92.7</td>
<td>98.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

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.
Significant Programs and Initiatives

Aboriginal Education

The total Aboriginal student enrolment represented 10% of the school population.

The Principal regularly attended local Aboriginal Education Consultative Group (AECG) meetings.

Personalised Learning Pathways (PLPs) were used to track the learning achievements of Aboriginal students. Each PLP was developed with students, teachers and parents. Each plan 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.

Timetabled Whole-School Learning Support Team (LST) meetings were effective in monitoring the progress of Aboriginal students.

All Aboriginal students from Years 1-6 were assessed for reading progress using the Neale Analysis Test. All eligible Aboriginal students sat the NAPLAN test. Year 5 students demonstrated significant gains.

Stage 3 Aboriginal students received awards at the Callaghan Education Pathways Indigenous Students’ Recognition Assembly for Excellence.

Aboriginal students from Years 5 and 6 engaged in a Speak Out Program, which provided an opportunity for them to learn, practise and gain confidence in public speaking.

The Callaghan Education Pathways Group produced resources that were locally connected and approved by Moolobinbah AECG.

Enrichment Group

Eleven Year 6 students completed an after school enrichment program. A new group of ten Year 5 students began during Term 4. The program was 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 further challenging learning experiences.

Pre-school

The Pre-school focused on implementing the strategies and targets identified in the Early Years Learning Framework (EYLF) and to the National Quality Standards (NQS) which are mandatory for all early childhood services.

The EYLF describes the principles, practice and outcomes essential to support and enhancement of young children’s learning from birth to five years of age, as well as their transition to school. To implement the EYLF, strategic targets were identified and a Quality Improvement Plan (QIP) developed.

Quality Area 3, the Physical Environment, was identified for improvement in the QIP. The pre-school has a new retractable sandpit cover, introduced two vegetable gardens and laid turf in the front yard of the Pre-school building. The vegetable gardens have been successful in growing produce. Some produce was supplied to the school canteen.

The Developing Interactions with Children Policy was written to address the EYLF. New proformas were developed for administering medications and using cleaning procedures within the Pre-school. A section for intentional teaching was included in the teaching program to supplement the play-based activities.

Yearly reports to parents were written in a format which addressed the 5 outcomes of the EYLF.

Exploring the Environment.
Excursions and Incursions

Students participated in a variety of excursions and incursions relating to a range of Key Learning Areas.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Excursion</th>
<th>Key Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>Fairytales - Fantasy Dress up Day</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Walking Excursion Newcastle Awabakal</td>
<td>HSIE</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Walking Excursion Newcastle Awabakal</td>
<td>HSIE</td>
</tr>
<tr>
<td></td>
<td>Science In the Park</td>
<td>Science</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Aussie Bush Camp</td>
<td>PDHPE</td>
</tr>
<tr>
<td></td>
<td>Science In the Park</td>
<td>Science/Technology</td>
</tr>
<tr>
<td></td>
<td>Cyber Bullying</td>
<td>PDHPE</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Treetops, ANZAC Day Service</td>
<td>HSIE</td>
</tr>
<tr>
<td></td>
<td>Starstruck, Opera House Concert</td>
<td>Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Cyber Bullying</td>
<td>PDHPE</td>
</tr>
</tbody>
</table>

Students from Stages 1-3 attended: Cluster Choir, Simulcast Launch, Life Education, Questacon Science Circus, Snake tails, NED show, PSSA Sport

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: China, Ethiopia, India, Indonesia, Macedonia, Netherlands, Philippines, Romania, Samoa, Saudi Arabia, New Zealand, Japan, Spain, Vietnam, Wales and Thailand.

The school has a trained Anti-racism Contact Officer (ARCO) and another teacher has begun training. There was one reported incident of racism this year.

Three new arrival students enrolled this year.

Progress on 2012 Targets

Target 1: Quality Teaching and Learning

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

Specific 2012 Targets:

- Year 5 boys at state average in respect to Grammar and Punctuation.
- Year 3 reading scores in NAPLAN will be at State level or above.
- Year 3 and 5 spelling results in NAPLAN will be at State levels for boys and girls.
- Gifted and talented students are identified and extended through differentiated curriculum.
- Pre-school operations are aligned with new legislation.

Our achievements include:

- Year 5 boys’ average growth in Grammar and Punctuation was above State average growth by 9.3 scaled scores.
- Year 3 reading scores in NAPLAN were above State and Region reading scores.
- All Year 5 students achieved positive growth from Years 3-5 in spelling. Year 5 girls were above the State mean in spelling by 16.7 scores.
- Year 3 spelling scores in NAPLAN were consistent with the State spelling scores and 12.8 scores above the Region spelling scores.
- Gifted and talented students were identified by classroom teachers, with the support of the Learning Support Team and School Counsellor. They were also extended through curriculum differentiation methods, including curriculum compacting and curriculum acceleration.

Multicultural Education

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

There are forty-one students enrolled who speak a language other than English at home. Fourteen of these students received support from trained English as a Second

Learning to Swim.
Additional programs were offered to gifted and talented students. These included Aim High, a middle school initiative and an extra-curricular enrichment program for Stage 3 students, a Year 5 extension program and external academic competitions.

All Pre-school practices, policies, standards and curriculum were aligned with The National Quality Framework, The National Regulations and The National Law.

Staff attended professional development opportunities on the standards and elements of The National Quality Standards.

Target 2: Operational Effectiveness

Focus Areas: Student and Staff Wellbeing, Organisational Effectiveness, Leadership and Management.

Specific 2012 Targets:

- Identification of effective structures and practices to meet the needs of all staff and students.
- Strengthening of wellbeing processes and evaluation systems in the school.
- Planning of cohesive supports in the use of innovative technologies.

Our achievements include:

- An audit of the effectiveness of existing systems structures and practices was completed by staff, parents and caregivers and students.
- Learning Support Team meeting procedures were evaluated and the process for sharing information between staff was refined.
- The Student Executive Election Policy was reviewed and amended.
- The Anti-Bullying Policy was updated to include cyberbullying.
- Six additional iPads were purchased to support the learning needs of Pre-school and Kindergarten students.
- Wireless Internet routers were installed in all areas allowing staff and students' wireless Internet access.
- Sixteen Notebook laptops were purchased to support the learning needs of Stage 3 students.

Target 3: Inclusive Communities

Focus Areas: Aboriginal Education, Engagement and Attainment.

Specific 2012 Targets:

- All age-appropriate local Aboriginal students enrolled in pre-school.
- Parents share the Personal Learning Pathway (PLPs) development and monitoring.
- Families from all cultures feel supported by the school.

Our achievements include:

- Every Aboriginal child who applied for a Pre-school position was given a priority placement.
- Personalised Learning Pathways (PLPs) continued to be used to track the learning achievements of Aboriginal students. Each PLP was developed with students, teachers and parents. Each plan included targets for learning against syllabus outcomes and agreed family support strategies.
- Aboriginal senior students' results, on Neale Analysis Test, showed a trend of significant improvement in accuracy, rate and comprehension.
- Students participated in a range of activities to celebrate and acknowledge cultural diversity. Activities included Speak Out, NAIDOC Week, Harmony Day, World Day for Cultural Diversity, National Sorry Day, National Reconciliation Week and Refugee Week.
School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Inclusive Communities.

Background

As part of 2012-2014 School Plan Inclusive Communities was deemed a priority. To ascertain how the school could involve various communities in the school it was important to look at the types of communications available. The school needed to look at where the school could go especially with the changing views in society about technology and communication.

Findings and Conclusions

A survey (Parents and Carers) and focus group (staff) interactions were collection points. There was a 28% return of surveys and all staff were involved in focus group discussions. Students gave feedback collected at Values Forums run by student leaders across the school.

The weekly newsletter, assemblies, general information notes and telephone contact received very positive feedback. 96% of responses indicated that the school newsletter was a strategy to involve the school community. Community notices were added to the content and also students were encouraged to share outside successes. 78% of responses highlighted the front office as being most supportive to families and students. 54% of responses indicated they did not use email contact.

A school Facebook page has been trialled. This has proved very successful and there are 142 likes as of December 2012. The school newsletter has been linked to the Facebook page and this connection is seeing more of the community looking at a digital form of the school newsletter.

41% of respondents did not use the website. Parents/Carers suggested that email addresses from staff be distributed early in the year.

Staff indicated meeting agendas by email prior to meetings was beneficial. A suggestion was that there could be online bookings for parent, teacher and student conference interviews mid-year.

Staff were interested in improving the tracking and collation of student welfare and wellbeing. They suggested the exploration of third party software for this collation.

Future directions

The school Facebook page will continue and be further enhanced as a noticeboard embracing information for all communities within the school community. The direct links to the website and school newsletter will continue as quick access.

The use of email as a contact point will be encouraged. Staff may give individual school email contact addresses while others may encourage the use of the school email address.

The school in 2013 will purchase third party software to help with the tracking of welfare and wellbeing issues for students in the school. Staff will be trained in using this software. The software to be used has consistency with other local schools and local high schools.

Parent, Student, and Teacher Satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Consultation regarding the Pre-school program was conducted. There was a 90% return rate that indicated that the three day and two day programs should remain in their current form.

A survey in regard to the satisfaction with the school was distributed. The return represented 14% of families. There were consistent responses of very satisfactory and satisfactory. Strengths commented upon were: great reading program, school has a sense of community, all teachers kind and caring, variety of extra-curricular activities, pre-school part of the school, students of all...
nationalities are treated with respect, healthy eating and lifestyle promoted.

Ideas for improvement included: better facilities for prams around kindergarten rooms, teacher email addresses distributed at the beginning of the year, further invite local business into the school, students with special needs should be fully supported, education about all religions.

70% of students with their Parent(s)/Carer(s) attended mid-year student-centred conferences. Students shared their achievements and were proud to show their learning spaces and speak about a wide range of learning experiences.

Year 6 students attending the zoned high school reported they were more comfortable in attending the school due to the transition program.

Professional Learning

Professional learning expenditure was $15500. The main focus was exploring Quality Teaching. Other areas were Technology, PD H PE and Creative Arts.

School Planning 2012—2014

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

School Priority 1

Outcome for 2012–2014

Quality Teaching and Learning- Focus areas:

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

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 show positive growth for all students in Year 3 and 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.

2013 Targets to achieve this outcome include:

- 60% of students in Year2 reading beyond Level 21.
- Raising number of Year 5 reading in Proficiency Level from 31%–41%.
- Improve Grammar and Punctuation growth for all Year 5 students from 58% to 70%.
- Teaching and learning programs demonstrate Quality Teaching Framework.

Strategies to achieve these targets include:

- Reading Recovery allocation increased.
- Home Reading Program monitored and encouraged on a daily basis.
- Reading levels benchmarked at regular intervals and guided reading groups are fluid in relationship to individual progress.
- Programming shows explicit teaching and evaluations involved for areas of Spelling, Grammar and Punctuation and Working Mathematically based on deficits highlighted from NAPLAN results.
- Dedicated time (weekly) timetabled in respect to focus targets.
- Programs collected across Stages and each areas’ explicit teaching methods discussed in Stage teams.
- Tracking of progress in focus areas more regular and rigorous across the school.
- Assessment devised across grades to inform explicit teaching impact on individual students and across the grade as a whole.
- Undertaking by staff of professional learning through online courses: Dyslexia and Language Understandings.
School Priority 2
Operational Effectiveness - Focus Areas: Student and Staff Wellbeing, Organisational Effectiveness, Leadership and Management

Outcome for 2012–2014
Systems structures and practices are in place to meet the wellbeing of all staff and students.
Innovative Business System (LMBR) are utilized.
High Quality Leadership is evident supporting students and staff.

2013 Targets to achieve this outcome include:
- Strengthening of wellbeing and welfare process for all students.
- Learning Support procedures streamlined

Strategies to achieve these targets include:
- Purchasing of third party software to track and monitor student behaviour, and support.
- Training of staff to use software for monitoring and recording student welfare and wellbeing needs.
- Whole School Learning and Support Meetings, timetabled regularly with dedicated time for discussion and feedback.
- Individual Learning and Support Team Meetings reviewed regularly for monitoring required directions.
- Stage meeting agendas allow reflection time for whole team inputs for individual students and groups.

School Priority 3
Inclusive Communities - Focus Areas: Aboriginal Education, Engagement and Attainment

Outcome for 2012–2014
Identities of all nationalities in the school will be promoted through education about the different cultures.
Aboriginal cultural understandings to be embedded in teaching.
School communications will be sensitive to needs of the whole school community.

2013 Targets to achieve this outcome include:
- Identities of all nationalities in the school will be promoted through education about the different cultures.
- Aboriginal cultural understandings to be embedded in teaching.
- School communications will be sensitive to needs of the whole school community.

Strategies to achieve these targets include:
- Release from Face to Face Program targeting teaching programs that promote an understanding of other cultures and languages.
- Resources to be purchased to support and enhance cultural awareness program.
- Greater cultural support to be sought from Muloobinbah Aboriginal Education Consultative group (AECG).
- Extending range of communication devices to ensure that information is being understood by whole community. This may involve exploring variety of social media options.

Celebrating Harmony Day
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.

- Deborah Skillen
  Principal

- David Law
  Assistant Principal

- Melissa Khay
  Assistant Principal

- Melanie McLean
  Assistant Principal

- Penny Redhead
  School Council Representative

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School code:
2507

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: