Our school at a glance

Students

Student enrolment in 2010 fluctuated between 540 and 552. Movement of students in and out of the school was up on previous years. There is a slightly higher enrolment of boys than girls at the school.

Staff

The staff of East Maitland P S in 2010 included the Principal, a Deputy Principal, five Assistant Principals, sixteen classroom teachers and two special education classroom teachers. They were supported by a Librarian, Support Teacher Learning Assistance, a Reading Recovery teacher and a School Counsellor. Student Learning Support Officers support students with special needs. A full time School Administration Manager and two School Assistants managed and maintained the school office and library administration. The school has a full time General Assistant allocation. An Itinerant Support Teacher – Vision is based at the school.

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

Significant programs and initiatives

47 Schools Pilot Program

In 2010 East Maitland was one of 47 public schools statewide involved in a pilot program to assist with devolving decision making to principals and school communities for authentic capacity building in schools. The trial is set to run for the duration of 2010 and 2011.

Public Speaking and Debating

East Maitland P S competed at Regional level in the Multicultural Public Speaking Competition and the Regional Public Speaking Competition.

The whole school competition determined representatives from each stage to participate in the Regional Public Speaking Competition. Students from East Maitland P S won the Stage 1 and the Stage 3 sections of the Zone finals and two students from East Maitland P S received ‘Highly Commended’ awards.

Two Stage 3 teams contested the ‘Premier’s Debating Challenge’. Team ‘A’ continued through the Regional competition and was eliminated in the quarter finals.

Gymnastics

During Terms 3 and 4, a YMCA gymnastics teacher was employed at the school, teaching each class for a set time each week. Participation was high and students’ confidence and skill levels improved noticeably.

All classes from Early Stage One to Stage Three have had the opportunity to attend.

Focus on Reading

During 2010 teaching staff participated in the Focus on Reading Program professional learning program. The program relies on critical reflection to extend and refine teaching and learning practices to enhance student reading outcomes. The program will extend into 2011.

Student achievement in 2010

Reading – NAPLAN Year 3

In 2010, 63 students sat the NAPLAN assessment for Literacy. Approximately 55% of students achieved results in the top three performance bands.

Writing – NAPLAN Year 3

63 students sat the NAPLAN assessment for Writing. Approximately 66% of students achieved results in the top three performance bands.

Spelling – NAPLAN Year 3

33 students sat the NAPLAN assessment for Spelling. Approximately 55% of students achieved results in the top three performance bands.

Grammar and Punctuation – NAPLAN Year 3

In 2010, 63 students sat the NAPLAN assessment for Grammar and Punctuation. Approximately 52% of students achieved results in the top three performance bands.
Numeracy – NAPLAN Year 3
63 students sat the NAPLAN assessment for Numeracy. 44% of students achieved results in the top three performance bands.

Reading – NAPLAN Year 5
73 students sat the NAPLAN assessment for Reading. 55% of students achieved results in the top three performance bands.

Writing – NAPLAN Year 5
73 students sat the NAPLAN assessment for Writing. 70% of students achieved results in the top three performance bands.

Spelling – NAPLAN Year 5
73 students sat the NAPLAN assessment for Spelling. 62% of students achieved results in the top three performance bands.

Grammar and Punctuation – NAPLAN Year 5
73 students sat the NAPLAN assessment for Grammar and Punctuation. 66% of students achieved results in the top three performance bands.

Numeracy – NAPLAN Year 5
73 students sat the NAPLAN assessment for Numeracy. 38% of students achieved results in the top three performance bands.

Messages

Principal’s message
East Maitland P S serves the community of East Maitland and the growth areas of Shamrock Hill and Rathluba. The school’s mission, to be an effective school providing a supportive environment in pursuit of excellence, is reflected in the staff’s commitment to achieve positive student academic and social outcomes. Our school is a school rich in tradition and quality education.

Solid everyday values underpin our work with a particular emphasis on Respect, Learning, Responsibility, Cooperation and Participation.

During 2010 we have had an upgrade to our school accommodation with the construction of five new classrooms and the upgrading of two more. This happened as a result of the P21 Building the Education Revolution federal government stimulus package. The resulting special purpose special education building and two room permanent classrooms are high quality building. This means that the current school population can be housed in permanent buildings.

The school enjoys strong community support, with many parents and carers actively participating in a variety of school activities and contributing to decision making within the school.

Throughout the year our students have excelled when representing the school whether that is at our local ANZAC Day Service, a sport team or an excursion; the reports that we hear back at school are always positive about the behaviour and attitude of our students.

Our school P&C continue to enthusiastically support of our school. They worked tirelessly to raise funds to provide additional resources for our students. A big thank you for your efforts.

Our student leaders in 2010 provided a tremendous example to all students in our school. The enthusiasm that they displayed towards their tasks and the responsibilities that they undertook demonstrated that their years of schooling at East Maitland Public School have left a lasting and positive mark.

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

Cheree O’Neill (PRINCIPAL)

P & C message
In 2010 East Maitland Public School has continued to achieve success and uphold our values of “Respect, Responsibility, Learning, Cooperation and Participation”, thanks to the continued effort and commitment of Cheree, our Principal, our teachers and our school staff.

P&C has assisted the school this year by fund raising to supply five air conditioners for the five classrooms built under the P21 federal government economic stimulus program. They also purchased books for award winners at the
school’s annual presentation day and contributed significantly to the purchase of resources to support literacy and numeracy across the school.

This is my last year as President of the East Maitland P and C. I would like to thank everyone for their support over my many years of service. I also wish the incoming president the same success and support I have enjoyed.

Dimity Eveleens (President)

Student representative’s message

During 2010 the East Maitland Public School student leaders have worked hard to be effective representatives for our school. We started our journey in Sydney at the ‘Young Leaders Day’ in March where we were provided with many leadership ideas which have helped us perform our role. Throughout the year we have strived to be role models for other students by observing our school’s rules of: be safe; care for the environment; respect yourself and others; be honest; and learn all you can.

2010 was a great sporting year for our school. We had students who represented at all levels of competition including national swimming and rugby league representatives.

As captains, we represent the school at a number of important community events. These included Anzac Day and Remembrance Day ceremonies where it has been an honour to represent our school and hold our school flag with pride. Another important event for us was the Maitland City Council breakfast in local Government Week.

Our Garden Club, the Mulchkins still enthusiastically garden each lunch time and we have acquired 3 chooks, Henny, Penny and Chicko. They provide us with eggs which are always a popular item at our weekly Lifeskills auctions.

Our year as East Maitland P S Captains has been full of responsibility. We have been supported by the other six school leaders who have shared joint responsibility with us through weekly parliament meetings, Monday assemblies and Kindergarten Orientation days.

We have gained so many positive things out of our experiences in 2010 which we will always remember and use as we move ahead in life. We would like to thank all staff for their support throughout the year and particularly Ms O’Neill and Mr Black.

Jayden Wright and Abbey Harkin (School 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

![Enrolments](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>392</td>
<td>296</td>
<td>277</td>
<td>268</td>
<td>277</td>
</tr>
<tr>
<td>Female</td>
<td>376</td>
<td>288</td>
<td>264</td>
<td>270</td>
<td>266</td>
</tr>
</tbody>
</table>

School enrolments are stabilising after the significant decline that coincided with the opening of Ashtonfield Public School I in 2007. There are a significant number of in and out enrolments throughout the year.
Student attendance profile

School student attendance rates are above both State and Region levels. They have been consistently around 93.7% for the past 4 years. In 2010 the attendance rate was 94.1%

Management of non-attendance

Student attendance is carefully monitored, any student’s whose attendance is deemed at risk is followed up according to the school attendance policy. Repeated non attenders who are absent without sound reason are referred to the Home School Liaison Officer. The school utilises positive praise programs to encourage student attendance.

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 2010 class size audit conducted on Wednesday 17 March 2010. It does not include the enrolment of the 25 students enrolled in the 3 support classes.

<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>ES1-K</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>ES1-P</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1-M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>ES1-S</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>ES1-F</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>S1-D</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1-J</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1-N</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>S1-N</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>S1-W</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>S1/2-B</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>S1/2-B</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>S2-H/B</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>S2-H/B</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>S2-NJ</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>S2-NJ</td>
<td>4</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>S2-O</td>
<td>3</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>S2-O</td>
<td>4</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>S2-P</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>S2-P</td>
<td>4</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>S3-A</td>
<td>5</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>S3-A</td>
<td>6</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>S2-T</td>
<td>3</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>S2-T</td>
<td>4</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>S3-H</td>
<td>5</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>S3-H</td>
<td>6</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>S3-J</td>
<td>5</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>S3-J</td>
<td>6</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>S3-M</td>
<td>5</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>S3-M</td>
<td>6</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>S3-S</td>
<td>5</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>S3-S</td>
<td>6</td>
<td>19</td>
<td>33</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>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Multicategorical classes</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.962</td>
</tr>
<tr>
<td>Total</td>
<td>31.517</td>
</tr>
</tbody>
</table>

The teaching staff for 2009 included one identified indigenous classroom teacher.

Staff retention

The school retained the same level of staffing for 2010 as for 2009. Enrolments increased in term 3
facilitating the allocation of an additional teacher. This was filled by a temporary engagement as the anticipated enrolments for 2011 will not maintain 17 classroom teachers.

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

Enter text here

<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>

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>226 098.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>324 445.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>213 534.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>163 949.00</td>
</tr>
<tr>
<td>Interest</td>
<td>11 617.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>61 958.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 001 601.00</td>
</tr>
</tbody>
</table>

| **Expenditure**             |           |
| Teaching & learning         |           |
| Key learning areas          | 72 743    |
| Excursions                  | 58 119    |
| Extracurricular dissections | 63 508.00 |
| Library                     | 8 083.00  |
| Training & development      | 4 149.00  |
| Tied funds                  | 234 550.00|
| Casual relief teachers      | 85 397.00 |
| Administration & office     | 81 731.00 |
| School-operated canteen     | 0.00      |
| Utilities                   | 73 488.00 |
| Maintenance                 | 21 273.00 |
| Trust accounts              | 56 533.00 |
| Capital programs            | 37 248.00 |
| Total expenditure           | 796 823.00|
| **Balance carried forward** | 204 778.00|

Only about 40% of families paid voluntary school contributions
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the East Maitland Public School P & C Association Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
Significant events in 2010 included;
The Infants and Primary Choirs continue to provide opportunities for students with an interest to rehearse and perform. The primary Choir participated in the Hunter Valley Gardens Music festival. Both choirs performed at the Greenhills Shopping Centre during Education Week and at local retirement villages as well as Presentation Day. A dance group performed in Star Struck in 2010.

Several K-6 assemblies were held to showcase student talent. These included Harmony Day, Grandparents’ Day and Education Week.

Two students attended the Regional Creative Arts camp.

Education Week assembly

Sport
In-school sport and daily PE included a range of organised activities including dance, games, ball skills, athletics, swimming, aerobics and skipping.

Participation in the annual Primary Schools Sports Association (PSSA) knockout competitions, included boys’ and girls’ cricket, basketball, soccer and touch football, as well as boys’ rugby league, a girls’ netball team and a school tennis team. The most credible performances were the
girls’ cricket and soccer teams and the boys’ rugby league team who competed in the Maitland Pumpkin Pickers’ Cup and the Knights Knockout Competition.

We had a number of students compete at state level in swimming, athletics and cross country. We also had one student compete at national level in swimming and one student compete at national level in rugby league.

The school linked with students from Grossman High School for a skills based sports program for Stage 1 and Stage 2 students.

Students from Year 2 participated in an intensive two week learn to swim program to develop water confidence and basic skills in water safety and survival.

Other

Students from Stage Three participated in the Newcastle Herald Schools’ Newspaper competition. One student received first place for his editorial about Asylum Seekers while 3 boys received a highly commended for their cartoon portrayal of the same theme.

Two students were state finalists in the Premier’s Spelling Bee.

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)

Literacy – NAPLAN Year 3

Herald newspaper winners
In Literacy the school is overrepresented in the lower bands in reading and grammar and punctuation. The majority of students have performed in the middle bands in all aspects of literacy. Strongest performance is in upper bands of reading and punctuation and grammar. Our students are underrepresented in the top band in spelling and writing.

**Numeracy – NAPLAN Year 3**
Student performance in the top band is above state average. The school is over represented in the lower bands in Numeracy.

**Literacy – NAPLAN Year 5**

The majority of students are achieving in the middle performance bands in all aspects of literacy. Students have an improved performance in the top performance bands of grammar and punctuation.
Numeracy – NAPLAN Year 5

**Progress in literacy**

Student progress in reading was lower than previous years.

Student progress in writing was above state average.

Progress in spelling was below state average.

Progress in grammar and punctuation was above state average.
Growth in numeracy is slightly lower than 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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

All Aboriginal students at the school have a personalised learning plan developed by the student parent and teacher. The academic performance of Aboriginal students compared favourably with that of their non-aboriginal peers. The school also participated in activities that promoted NAIDOC Week and involved the local Aboriginal community in planning and implementation.

**Multicultural education**

Our school values and respects multicultural education highly. Stage 2 and Stage 3 students participated in the multicultural public speaking competition with one student reaching the regional finals of the competition.

A K-6 celebration was held on Harmony Day. This included an international flavoured menu at the canteen a whole school assembly that acknowledge poems written by students about harmony day and a market day with stalls from around the world. Was celebrated.

**Respect and responsibility**

Emphasis is placed on respect and responsibility in all aspects of school life at our school. A quality Classrooms program was implemented in term 1 focusing on our five key values of Respect, Responsibility, Cooperation, Learning and Participation. These are constantly reinforced through the schools award system and at the end of year presentation day assembly.

**Connected learning**

All stage 3 classrooms are fitted with smartboards. A connected classroom was installed in December 2010. The Special Education unit had three smartboards installed as part of the P21 federal government building program.

Staff participated in professional learning sessions designed to improve understanding and effective use of technology in the classroom.

The P and C plan to purchase an additional two smartboards for classroom use in 2011.
Environmental Education and Sustainability

In 2010 the school initiated several environmental programs. The school vegetable garden was established, planted and harvested. The school started a recycling and compost program, where students were encouraged to place rubbish in appropriate bins. Several compost bins and worm farms were purchased and used throughout the year. Produce from these was used in the vegetable garden.

The school also has a chicken coop with egg laying chooks. The eggs are sold at weekly lifeskills auction. Proceeds are used to maintain the chickens and gardens.

Our Lifeskills program, based on a market economy that reduces, recycles and reuses goods to better sustain our planet continues to be a thriving program with students from K-6 involved.

These programs are successful in engaging students who have a keen sense sustainability as well as students who often find unstructured play time difficult

47 School Pilot Program

In 2010 East Maitland was one of 47 public schools statewide involved in a pilot program to assist with devolving decision making to principals and school communities for authentic capacity building in schools. The trial is set to run for the duration of 2010 and 2011.

The school used the program in 2010 to recruit additional staff to support and enhance student outcomes in the following ways:
built teacher capacity by mentoring and team teaching;
developed and uploaded the school webpage; and
provided an extension program for targeted gifted and talented students in Stages 2 and 3.
In 2011 the school will aim to implement this trial to provide even more support for students and staff.

Positive Behaviour for Learning

This program underpins all we do at East Maitland P S. During 2010 we continued to further develop an awareness and understanding of the program to drive all we do with learning and managing student behaviour. All classes display quality posters of our rules and values and large pull up banners can be found in the foyer. These give an immediate message to visitors about what is important at our school. Murals depicting our values and rules at work were painted around the school and constantly reinforce positive messages for

Term 3’s whole school performance Local Legends formally launched the Positive Behaviour for Learning (PBL) program.

Successful local personalities who have achieved recognition in the sporting, dramatic and arts field were chosen to show how these values can positively influence your life choices and successes.

One of our many PBL community designed murals

Progress on 2010 targets

Target 1
Increase number of students, including ATSI students, at proficiency standard in Literacy by
6% and have 63% Yr 5 students display minimum of 1 skill band growth (NAPLAN data)

Our achievements include:

- ATSI students are performing equal to other students.
- Best practice for spelling reading and writing is documented in programs and evident in classroom practice.
- Teachers K-6 utilise a scope and continuum for grammar and writing that aligns with the syllabus.
- Focus on reading TPL implemented K-6 to support the teaching of reading.

**Target 2**

Increase number of students, including ATSI students, at proficiency standard in Numeracy by 6% and have 65% Yr 5 students display minimum of 1 skill band growth (NAPLAN data)

Our achievements include:

- ATSI students are performing equal to other students.
- Fewer students not meeting the National Numeracy minimum standards.
- Classroom teachers more effectively analyse NAPLAN data for their class and use it to plan for the explicit teaching of maths.
- Regular TPL occurs to support classroom teachers use of interactive whiteboards and technology in teaching numeracy.
- All classes implement mathletics.

**Target 3**

Facilitate a smooth transition P-K and 6-7, for all students especially those with special needs.

Our achievements include:

- Whole school systems are in place to support student transition to Kindergarten and Year 7.
- Parents and caregivers report effective relationships with the school to support their children.
- A comprehensive inclusive transition Plan is implemented across the LMG.

**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 2010 our school carried out evaluations of Enter text here.

**Educational and management practice**

**Culture**

**Background**

During 2010 an evaluation of the school’s culture was conducted. The evaluation included staff, students and parents.

**Findings and conclusions**

All groups stated that they were very proud of East Maitland Public School and that the school encourages everyone to learn;

Both parents and staff strongly felt that the students were the school’s main concern; students stated that the school encouraged them to be a continuing learner.

All groups stated that the school curriculum caters for the learning needs of all its students and that all students were encouraged to achieve their best.

**Future directions**

The school will continue to keep student needs as its main focus and build upon the high culture of recognising and celebrating student success at a school and community level.

The school will continue to build a cultural of teamwork amongst students, staff and parents and to foster positive relationships between these groups and encourage further involvement with the school community.

**Curriculum**

**Background**

The evaluation of the Spelling was undertaken in order to assist school planning and improve learning outcomes for students.

**Findings and conclusions**
Students believe spelling is important but many believe they are not good spellers.

Parents recognise the importance of spelling for their child and want them to be good spellers.

They also want to know more about the four spelling knowledges.

Teachers believe that they have high expectations of students for spelling. Teachers believe a more consistent school wide approach to spelling is necessary.

**Future directions**

Further analysis of the information indicated the following areas for development in 2011:

- Providing parents with more useful feedback about spelling knowledges;
- Develop a school wide spelling continuum

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

There was a consistency of positive response to the school being an attractive, well resourced and a friendly environment.

All groups agreed that the core values were effectively promoted, student achievement is recognised and that the school offers a wide range of extra curricula programs.

The majority of people believe the staff to be approachable and that the school is welcoming of students with additional needs

A small number of parents believe that the school uniform policy should be enforced more and that the boys’ toilet areas could be cleaner.

**Professional learning**

The school’s major emphasis for professional learning in 2010 focused on supporting our annual school targets and Department of Education and Training priorities.

All staff participated in a total five Staff Development days; these included professional learning in writing, middle years initiatives, student and staff welfare, non violent crisis intervention training and whole school planning and evaluation.

Staff also participated in mandatory training like CPR, child protection and anaphylaxis training.

Professional learning activities and support was available to New Scheme Teachers,

Implementation of a range of teacher professional learning so that literacy and numeracy sessions were aligned with syllabus requirements, and

Strategies to support the implementation of quality teaching and learning practices.

**School development 2009 – 2011**

The school’s major emphasis for professional learning in 2010 focused on supporting our annual school targets and Department of Education and Training priorities.

All staff participated in professional learning throughout the year. Mandatory updates in Child Protection and Anaphylaxis were conducted in 2010.

All staff participated in a total five Staff Development days; these included professional learning in writing, middle years initiatives, student and staff welfare, and whole school planning and evaluation.

Other professional learning included

- Professional learning activities and support for New Scheme Teachers.
- Implementation of a range of teacher professional learning so that literacy and numeracy sessions were aligned with syllabus requirements.
- Strategies to support the implementation of quality teaching and learning practices.
- Implementation of stage planning days to support reporting to parents initiatives.
- Support for the school executive to participate in further leadership opportunities.

**School Development 2009-2011**
The school plan for 2009-2011 was developed by the school community through the analysis of school based data, NAPLAN data, an evaluation of the 2008 school plan and the Department of Education and Training priorities. 2011 is the final year of the current three year plan. The specific targets for 2011 follow:

**Targets for 2011**

**Target 1**

**Halve the gap between state and school achievement in Reading and Spelling for all students including ATSI in year 3 and year 5 in the top 3 bands in 2011 NAPLAN**

Strategies to achieve this target include:
- Develop / implement a K-6 scope and sequence for spelling
- Continue to implement K-6 scope and sequence for grammar/ punctuation/ writing
- Implement school wide TPL on Focus on Reading
- Staff use the smart data package to identify focus areas of writing and reading for student cohorts and individuals
- Ensure all CTs K-2 are trained in Best Start practices and processes
- Quality criteria used for writing in all stages and across all stages
- Employ additional class teachers resource to support yr 3 and yr 5 students in literacy

Our success will be measured by:

Whole school systems in place for Numeracy K-6

Classroom teachers effectively analyse NAPLAN data and class assessment data to inform their programming and teaching

**Target 2**

**Halve the gap between state and school achievement in Numbers Patterns and Algebra for all students including ATSI in year 3 and year 5 in the top 3 bands in 2011 NAPLAN**

Strategies to achieve this target include:
- Utilise school developed maths scope and sequence teachers to improve classroom practice by targeting identified areas of need
- Explicit teaching of Maths terms in spelling and literacy programs
- Provide TPL opportunities to staff to enhance their teaching practice in numeracy
- Staff uses the smart data package to identify focus areas of numeracy for student cohorts and individuals.
- Establish consistent assessment schedule for Maths K-6

Our success will be measured by:

Whole school systems in place for Numeracy K-6

Classroom teachers effectively analyse NAPLAN and school based data for their class and use it to plan for the explicit teaching of numeracy.

Early Stage 1 staff are trained in 'Best Start' and TEN procedure

Decreased proportion of lowest performing students not meeting the National Numeracy minimum standards.

**Target 3**

2011 - All classroom teachers access and confidently use Interactive Whiteboard technology to support student learning.

Strategies to achieve this target include:

Common practice of modelled, guided and Independent reading, spelling and writing used in classrooms
• Provide opportunities for teachers to access quality TPL in information and communication technologies
• Implement processes to give students access to QTL through ICT

Our success will be measured by:
• Increase teacher participation in TPL in information communication technologies
• Students are offered broader curriculum options and are more engaged in learning

Target 4

Evaluate 2009-2011 School Management Plan and to develop a 2012-2014 School Management Plan that is collaboratively produced by staff, students and parents.

Strategies to achieve this target include:
• Whole school community evaluation of each aspect of current 2009-2011 Management Plan.
• Community and staff sessions to identify future goals for the next school plan.
• Evaluation of student achievement K-6 to identify areas for development in all Key Learning Areas.

Our success will be measured by:
• The development of a School Plan that is reflective of the needs of the students, staff and parents of East Maitland Public School.
• A School Plan which is embraced by all staff.

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: