2009 Annual School Report
Maitland East Public School

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

Students

Student enrolment in 2009 fluctuated between 524 and 538. There is a significantly higher enrolment of boys than girls in years K-2.

Staff

The staff of East Maitland P S in 2009 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

Positive Behaviour for Learning

This program underpins all we do at East Maitland P S. During 2009 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.

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.

Lifeskills

The NSW Department of Education & Training, in conjunction with the National Financial Literacy Foundation, has continued to draw on the East Maitland P S Lifeskills’ Society experience as their best practice model for the promotion of Consumer and Financial Literacy in Australian primary schools.

East Maitland P S hosted a combined Trade Fair and Technology Quest for participating schools in June at Maitland Gaol. 700 students used their “Mutuals” to firstly purchase components for their construction tasks in the technology quest and then as a unit of exchange for the purchase and sale of student generated goods and services.

The event was attended by many industry, business and political representatives including the NSW Minister for Education and Training, The Hon. Verity Firth MP.

The school also successfully piloted a Stage 2 HSIE unit of work on Consumer and Financial Literacy. Students generated a profit (for some a loss!) for selected charities, through the development of products that were marketed at the Maitland Gaol Trade Fair.

Environmental Awareness

Building our school’s environmental profile has been a focus for 2009.

Initiatives to support this include:

Registering with the government’s National Solar Schools Program.

Implementing a Waste Free Friday which favours the use of reusable food containers, drink containers, utensils, and napkins. Our goal for 2010 is for Waste Free Friday’s to become a weekly event.

Establishing the Garden Club (Mulchkins).

The garden includes two worm farms and a compost bin.

A target for 2010 is to build a chicken coop to further engage our students. Students will look after chickens and collect their eggs.

Other environmental programs accessed in 2009 were: National Clean Up Australia Day, National Tree Day and the Coles Plastic Bag Competition.

Student achievement in 2009

Literacy – NAPLAN Year 3

In 2009, 90 students sat the NAPLAN assessment for Literacy. Approximately 66% of students achieved results in the top three performance bands.

Numeracy – NAPLAN Year 3

90 students sat the NAPLAN assessment for Numeracy. 49% of students achieved results in the top two performance bands.

Literacy – NAPLAN Year 5

95 students sat the NAPLAN assessment for Literacy. 63% of students achieved results in the top three performance bands.

Numeracy – NAPLAN Year 5

95 students sat the NAPLAN assessment for Numeracy. 46% of students achieved results in the top three performance bands.
**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.

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.

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 2009 East Maitland Public School has continued to achieve success and uphold our values of “Respect, Responsibility, Learning, Co-operation 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 expanding the technology aspect of the school with the instalment of interactive whiteboards in two more classrooms. This brings to a total of eight classrooms with connected interactive technology.

I would like to thank the parents & community for all their support & involvement at East Maitland PS in 2009.

I look forward to another successful year in 2010.

Dimity Eveleens (President)

**Student representative’s message**

During 2009 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.

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, where we were entertained by Mr Richard Pullen who rode his bicycle around Australia.

We had a fantastic time in Term 3 when we performed in our musical, “Local Legends”, based on our 5 school values of Respect, Responsibility, Learning, Co-operation and Participation. Every child from East Maitland P S was able to participate in the musical which provided great entertainment for sell-out audiences. The original script was created through the talents of Mrs Mather and Mrs Newton.

An important rule for students at East Maitland P S is ‘care for the environment’. To demonstrate our care for the school environment we have planted new trees, created a vegetable garden and, with the guidance of Miss Allen, formed gardening club named ‘Mulchkins’.

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 2009 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.

“We are proud to be a part of the best school in the land”.

Ben Harris and Charlie Dibley (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**

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**Student attendance profile**
School student attendance rates are above both State and Region levels.

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Management of non-attendance

Managing non attendance is done through implementing the Attendance Policy. Information is provided to parents about their responsibility for ensuring their children attend school regularly. Class teachers make initial contact with parents after two consecutive non explained absences. Continued non attendance is then referred to executive and Principal. Repeated non attendance is referred to the Home School Liaison Officer.

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. It does not include the enrolment of the 19 students enrolled in the 3 support classes.

Maitland East Public School

Note: Class size data are as provided by schools in the annual class size audit.
The teaching staff for 2009 included one identified indigenous classroom teacher.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

**Income**
- Balance brought forward: 277,679.00
- Global funds: 296,561.00
- Tied funds: 206,795.00
- School & community sources: 138,589.00
- Interest: 10,368.00
- Trust receipts: 46,654.00
- Canteen: 0.00
- **Total income**: 976,646.00

**Expenditure**
- Teaching & learning:
  - Key learning areas: 66,353.00
  - Excursions: 44,559.00
  - Extracurricular dissections: 40,283.00
- Library: 8,602.00
- Training & development: 3,096.00
- Tied funds: 234,081.00
- Casual relief teachers: 80,033.00
- Administration & office: 114,267.00
- School-operated canteen: 0.00
- Utilities: 63,527.00
- Maintenance: 40,646.00
- Trust accounts: 55,101.00
- Capital programs: 0.00
- **Total expenditure**: 750,548.00
- **Balance carried forward**: 226,098.00

School and community sources include excursions and voluntary school contributions.

Trust funds include money held for Year 6 Farewell, Mathletics and Local Management Group.

Costs for ground and building maintenance was up on 2008 figures.

Training and development covers professional learning activities for administrative staff. Teacher professional learning is included in tied funds expenditure.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P and C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
East Maitland P.S. values providing students with a variety of enriched learning activities across a range of disciplines.

**Performing Arts**
2009 has been a year of strong focus on the Arts, particularly with the production of our successful whole school performance titled “Local Legends”. The performance celebrated the launch of our Positive Behaviour for Learning (PBL) initiative and promoted our core values of Respect, Responsibility, Learning, Co-operation and Participation. Students across K-6 were involved in the performance.

Several students from Stages 2 and 3 attended coaching sessions so they could provide the dramatic narration and small groups of students performed a range of energetic dance and aerobic routines.

Stage 1 continued their weekly singing program and also engaged in a stage based music program.

A group of 18 Stage 3 students represented the school in the Star Struck production in June.

Two students attended the Regional Creative Arts camp.

**Band and Choir**
The school band, re-established in 2008, has continued to be a focus for the school. The band consists of Stage 2 and 3 students and aims to increase their musical awareness and performance skills as documented in the Creative Arts curriculum. Students attend rehearsal sessions each week, where they are encouraged to further their talents with their own choice of instrument. The band performed in conjunction with the Primary Choir at the annual Presentation Day in term 4.

The Infants and Primary Chors 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 several in-school assemblies and events.

**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, rugby league, touch football teams, as well as a girls’ netball team. The most credible performances were the boys’ touch football team and the boys’ rugby league team who won the Maitland Pumpkin Pickers’ Cup. We also entered the Knights Knockout Competition.

Students, represented the school at Zone and Regional level in a variety of sports. Two students were awarded the Girls Zone champion medallion in swimming. In Rugby League one male student was selected in the ‘possible and probables’ State team and in athletics one male and one female student won the Zone championship. A female student broke the 100m girls’ record at Zone Athletics. Two students were also recipients of the Zone cross country champion award. Six students performed very well at State Carnivals. A Year 5 student was given the honour of carrying the 2009 Hunter flag at the State Swimming Carnival.

All Year 2 students were offered the opportunity to participate in the School Swimming Scheme in Term 4. The following opportunities, Jump Rope for Heart, and the Bledisloe Cup Road Show exposed students to a range of programs incorporating health and physical activities, which developed their positive attitude towards a healthy lifestyle.

**Information Technology**
Interactive whiteboards have been installed in all classrooms in Block A and Block B. And a classroom in the Support Unit. Teachers use these to provide students with exciting, meaningful, engaging lessons. Future plans involve financing and installing IWBs in the Stage 1 classrooms.

Focus for 2010 will be to upgrade the school server facility and install a connected classroom.

**Public Speaking and Debating**
East Maitland P S competed at Regional level in the Multicultural Public Speaking Competition and the Regional Public Speaking Competition. Our school won the Stage 3 section and our two Stage 2 students received ‘Highly Commended’ Awards at the local final.

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’ and Team ‘B’ finished first and second respectively, in the initial ‘Round Robin’ competition. Team ‘A’ continued through the Regional competition and was eliminated in the quarter finals.

**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)

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](image-url)
Numeracy – NAPLAN Year 5

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 2009

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<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

Personalised Learning Plans were developed for all aboriginal students in 2009. The performance of aboriginal students in NAPLAN compared favourably with that of their non aboriginal peers.

The local learning community conducted a cultural awareness day for all indigenous students. Students were encouraged to take a non indigenous peer in order to further develop our community's awareness of aboriginal culture and heritage.

Multicultural education

ESL support was available for a group of phase 1 and phase 2 non English speaking students. An ESL report in Literacy and Numeracy was included in students' school reports.

A volunteer from the Migrant Resource Centre continues to attend the school on a weekly basis to support our ESL students with literacy and language skills.

The Anti-Racism Contact Officer (ARCO) conducted information sessions on the nature of racism and mechanisms for addressing it. Records of complaints of racism are maintained, including the strategies used to resolve them.

Whole school celebrations were held for Harmony Day with a whole school assembly, and a Harmony Day colouring and poetry competition.

All Stage 2 and Stage 3 students were encouraged to participate in the Multicultural Perspectives Public Speaking Competition with two students making it through to the Regional level of the competition.

Respect and responsibility

The school was a targeted Positive Behaviour for Learning school in 2009 and provided leadership for other schools in implementing the PBL program. Our agreed values Respect, Responsibility, Learning, Participation and Cooperation underpin all that happens at the school. These Values are recognised each week with students receiving awards based on our school values. The values were included in awards presented at the Annual Presentation Day ceremony.

Other programs

Special Education Unit

In 2009 East Maitland PS established its third support class. These three classes are multicategorical and cater for children with a range of disabilities from kindergarten to year 6. The children are able to access mainstream classes and programs according to their level of functioning and personal goals. They also enjoy programs especially designed for their needs including a swimming program, gymnastics at the local PCYC and involvement in the life skills program culminating in their stall at the old gaol on market day. Many of the children's skills, competence and confidence increased enormously through these programs. A highlight of the year was their participation in the whole school performance, Local legends. Combining with other students in their age appropriate mainstream year they presented dance routines that were enjoyed by all.

Progress on 2009 targets

Target 1
Increase number of students, including ATSI students, at proficiency standard in Literacy by 6% and 65% Yr 5 display minimum of 1 skill band growth

Our achievements include:

- 63% of Yr 5 students achieved minimum of 1 skill band growth
- Best Start practices implemented in Early Stage One
• Language and Literacy program implemented in Late Stage One classes in collaboration with community partners
• Explicit modelled, guided and independent reading and writing practices are evident in most classes
• Rubrics have been developed K-6 for individual text types and implemented to ensure greater consistent teacher judgement in writing assessments.
• Personalised learning plans have been implemented for all indigenous students.

Target 2
Increase number of students, including ATSI students, at proficiency standard in Numeracy by 6% and 63% of Yr 5 students display a minimum of 1 skill band growth.

Our achievements include:
• 63% of Yr 5 students achieved minimum of 1 skill band growth
• Classroom teachers effectively analyse NAPLAN data for their class and use it to plan for the explicit teaching of aspects of numeracy.
• Consistent assessment practices in maths are evident across the school.
• Personalised learning plans have been implemented for all indigenous students.

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 of Planning.

Educational and management practice

Background
During 2009 an evaluation of the school’s planning processes and practices was conducted. Department of Education and Training planning tools were used as survey instruments. The evaluation involved staff, parents and students.

Findings and conclusions
All groups were very positive that the school’s planning processes are responsive to emergent needs.

Students indicated that it would be of value to spend time deconstructing the schools statement of purpose.

Future directions
All groups indicated that they would like more information about the processes for resource allocation and what and why resources are purchased.

Curriculum

Background
An evaluation of Human Society and Its Environment (HSIE) was undertaken in 2009 to identify the effectiveness of the school’s current delivery of this curriculum area according to students, parents and staff.

A school-designed survey was provided to a random selection of students from Kindergarten to Year 6 and a random selection of parents also provided their opinions on HSIE learning. Teachers met in Stage groups to determine current satisfaction with HSIE delivery through a curriculum assessment matrix.

Findings and conclusions
Students enjoy learning about themselves and others, the world around them, history and the environment more than they enjoy learning about democracy and the way we are governed at the different levels.

The vast majority of parents indicated that they understood the purpose of teaching HSIE in classrooms, the role of HSIE in their child’s learning and there was a strong belief in its importance towards the development of their child’s understanding of the world. However, there
was a consensus that further information about HSIE would be useful. The survey indicated that there was a general agreement that parents understood the information provided through their child’s reports. According to evaluation matrixes, teachers indicated a need for professional learning in HSIE programming and assessing during 2010.

**Future directions**

There is a need to investigate the delivery of teaching programs to ensure student enthusiasm for learning HSIE content and achieving mandated outcomes in democracy and government. The 2010 teacher professional learning schedule should address teacher requests for further development in HSIE planning, programming assessing and reporting requirements. Parents should be provided with further information about the school’s HSIE program.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, Stage 3 students and teachers about the school. 57 parents/caregivers responded. A summary of responses follows:

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.

A small number of parents believe that the school could do more to ensure that fair discipline exists throughout the school even though these same parents believe that the school has supportive welfare programs.

**Professional learning**

The school’s major emphasis for professional learning in 2009 focussed on supporting our annual school targets and Department of Education and Training priorities. These 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. 2010 is the second year of the 3 year plan. Specific targets for 2010 follow.

**Targets for 2010**

**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)

Strategies to achieve this target include:

- Staff uses the smart data package to identify focus areas of literacy for student cohorts and individuals.
- Develop best practice strategies K-6 in reading, writing and spelling.
- Develop a K-6 scope and sequence for spelling.
- Implement support programs for students performing below regional benchmarks (STLA, RR, Getting Started)
- Target ATSI students for intensive literacy support.

Our success will be measured by:

Student NAPLAN literacy results are at target levels.

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 spelling that aligns with the syllabus.

**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)

Strategies to achieve this target include:

- Establish consistent assessment schedule for maths K-6.
- Staff uses the smart data package to identify focus areas of numeracy for student cohorts and individuals.
- Improving student engagement and performance through IT especially use of interactive technology. (Mathletics Yr 1-6)
- Implement support programs for students performing below regional benchmarks (TEN)
- Target ATSI students for intensive numeracy support.

Our success will be measured by:

ATSI students are performing equal to or better than other students.

Decreased number of lower performing students not meeting the National Numeracy minimum standards.

Classroom teachers effectively analyse NAPALAN data for their class and use it to plan for the explicit teaching of maths.

Classroom observations reflect the appropriate use of interactive whiteboards and technology is integrated into Numeracy lessons.

Class teachers effectively analyse school based assessment data each term.

Target 3
Facilitate a smooth transition P-K and 6-7, for all students especially those with special needs.

Strategies to achieve this target include:
- Liaise with High school and implement transition to HS plan for all students, especially special needs students.
- Liaise with Pre schools re transition to school for early learners especially special needs students.
- Utilise the Local Management Group (LMG) to ensure that a continuum of learning is in place for students transitioning from Yr 6-7.

Our success will be measured by:

- Whole school systems will be 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.

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: