2008 Annual School Report
East Maitland Public School

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

Students

Student enrolment in 2008 fluctuated between 527 and 539, usually stabilising around 535. Enrolment of boys remains marginally higher than that of girls.

Staff

The staff of East Maitland PS in 2008 included the Principal, a non teaching Deputy Principal, a teaching Deputy Principal, four teaching Assistant Principals, sixteen classroom teachers and two special education classroom teachers. They were supported by a Librarian, Support Teacher Learning Assistance and a School Counsellor. Student Learning Support Officers support students with special needs. A full time School Administration Manager and two other School Assistants managed and maintained the school office and library administration. The school has a full time General Assistant.

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

Significant programs and initiatives

150 Year Celebrations

During 2008, East Maitland PS celebrated 150 years of public education. Classes researched the local history of both the school and its community. Past students were invited back to the school to share their experiences with the current students. The school buried a time capsule in the school grounds which will be opened when the school celebrates its bicentenary. Present and past community members were also invited to purchase 150 year commemorative pavers which were placed as a feature on a wall in the entrance foyer. The school community celebrated this milestone with a Foundation Day assembly on March 30 and a special performance assembly and fete on September 19 and 20

150yrs Foundation Day assembly

Lifeskills

The Lifeskills program received national recognition in 2008 as an exemplary program in financial literacy. The program was showcased on a DVD which will be used nationally to promote financial literacy. In 2008 the program branched into two arms the school based program and the wider community program which aims to gain more support and sponsorship from the wider community as well as promoting the program to other schools.

Three young Lifeskills executive made an entertaining presentation to the Maitland Business Chamber at their Annual General Meeting about the program.

Public Speaking and Debating

All students K-6 had the opportunity to participate in the Regional Public Speaking competition in 2008. Two students made it through to the Regional finals. Two debating teams entered the Premier’s Debating Challenge with team A winning the zone competition. They were defeated in the Regional semi finals Two students also made it through to the Regional finals of the Multicultural Public Speaking Competition.

Gymnastics

During Terms Three and Four, all students K-6 had the opportunity to participate in a YMCA run gymnastics program. The students were led through warm up activities and increasingly more difficult vaulting, jumping, stretching and trampolining gymnastics routines. Participation levels were high and pupils developed excellent skills.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008, 68 students sat the NAPLAN assessment for Literacy. Overall performance was marginally above the State levels. Approximately 52% of students achieved results in the top two performance bands.

Numeracy – NAPLAN Year 3

68 students sat the NAPLAN assessment for Numeracy. Our student's results were above the levels of those achieved across the state. 59% of students achieved results in the top three performance bands.

Literacy – NAPLAN Year 5

80 students sat the NAPLAN assessment for Literacy. Student performance was below the state level across all aspects of Literacy. There
was minimal difference in performance between boys and girls.

**Numeracy – NAPLAN Year 5**

80 students sat the NAPLAN assessment for Numeracy. Student performance was below the state level across all aspects of Numeracy.

**Principal’s message**

Maitland East Public School serves the community of East Maitland and the growth areas of Ashtonfield, 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 students respond with high levels of commitment to learning and responsible, self directed behaviour. 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. East Maitland P S has a proud history and is highly regarded within the community for providing quality educational programs for all students.

During 2008, East Maitland P S, celebrated its sesquicentenary of foundation as a public school. Events in April and September were well attended and provided an opportunity for parents, students, and teachers alike to catch up and enjoy stories from their time at East Maitland P S.

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**

**P&C message**

During 2008, our sesquicentenary year, East Maitland Public school proudly celebrated its heritage and place in the local community, with two successful commemorative events. The school also continued to achieve success in all aspects of school life. This is due to the hard work and commitment of our teaching staff and our principal Cheree, who encourages and supports our students in pursuing excellence in all their endeavours. On behalf of the parent community, I sincerely thank them for their efforts.

I would also like to thank the parents and community members for their involvement in programs at East Maitland Public School in 2008 and I look forward to another great year in 2009.

**Dimity Eveleens, President, P & C Assoc**

**Student representative’s message**

Respect, Responsibility and Learning are the values that have guided us in our role as school leaders. We have felt an immense pride in knowing that the teachers and children of EMPS thought that we could lead the school with pride and responsibility.

We have been fortunate to be in the role of School Captain for East Maitland Public School’s 150th year celebration. The highlight of this experience was when we were featured on NBN news being interviewed about the lead up to the celebration and how we felt about being the School Captains. Along with our other responsibilities of running Monday assemblies and Parliament we have also had the opportunity to carry our school’s flag and wreath at the ANZAC ceremony, attended the Local Government breakfast with the Member for Maitland. We were able to go to the Young Leaders Day in Sydney. Doing all these things and having all these responsibilities have made 2008 a very busy year for the two of us.

Our year as a school leader has been very enjoyable and memorable. Thank you so much to Ashleigh O’Brien, Alish Sheldon, Jessica Bagnall, Emma Murphy, Lachlan Wishart, Liam Hardy, Jack Wilkinson and Zac Smith for all your help throughout the year.

We would also like to thank the staff for their support throughout the time with attended EMPS. It was greatly appreciated and a special thank you to Ms O’Neill who has guided us both the entire year.

We have gained so many positive things that we will always remember as we move ahead in life. We have improved our listening skills as we have listened to other children to help make our school the best it can possibly be. *“East Maitland Primary, the best school in the land.”*

**Elizabeth Dorn & Jack Stoneman**
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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>381</td>
<td>385</td>
<td>392</td>
<td>296</td>
<td>277</td>
</tr>
<tr>
<td>Female</td>
<td>374</td>
<td>380</td>
<td>376</td>
<td>288</td>
<td>264</td>
</tr>
</tbody>
</table>

Student enrolment in 2008 fluctuated between 527 and 539, usually stabilising around 535. There are 25 Aboriginal students and 37 students from Non English Speaking Backgrounds (NESB) currently enrolled. The majority of students at the school come from our local enrolment zone.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.9</td>
<td>93.9</td>
<td>94.1</td>
<td>94.6</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

The school’s daily attendance was 94.6, improved from 2007 and slightly above both Regional and State levels.

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 2008 class size audit conducted on Tuesday 25 March 2008.

Structure of 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-H</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>ES1-L</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>ES1-S</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>S1/2-B</td>
<td>2</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>S1/2-B</td>
<td>3</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>S1-A</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S1-D</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1-H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>S1-J</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>S1-M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>S1-W</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>S2/3-M</td>
<td>4</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>S2/3-M</td>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>S2-O</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

In addition two multi categorical special needs classes were established in 2008. The classes were organised as a K-2 and a 3-6 class. They had an enrolment of 5 and 6 respectively.

There are 27 Aboriginal students and 6.19% of students from 47 Non English Speaking Background (NESB) currently enrolled. Students are predominantly from our local enrolment zone and the school is at its maximum capacity. The local area enrolment policy is closely followed.

Staff information

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

Staffing at East Maitland PS includes the Principal, a teaching and non teaching Deputy Principal, four assistant Principals, sixteen classroom teachers, two Special Education teachers and two permanent School Learning Support Officers. The school has a fulltime Librarian, a full time Support Teacher Learning Assistance, an ESL teacher for one day a week and is the base school for an Itinerant Vision Teacher. Two school counsellors share the school’s counsellor allocation of two and half days a week. A total of nine part time School Learning Support Officers assist the students with special needs. The school office is staffed by a permanent School Administration Manager and two other School Assistants who manage and maintain the office and library administration duties. The school has a full time General Assistant allocation.
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>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Multi Categorical Classes</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27.7</strong></td>
</tr>
</tbody>
</table>

Staff retention

The establishment of Ashtonfield PS in 2007 has resulted in a steady reduction in class numbers since then. In 2008 this was offset by the establishment of two multi-categorical classes at the school.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.3%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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.

Date of financial summary: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>237 412.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>288 235.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>206 693.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>166 857.00</td>
</tr>
<tr>
<td>Interest</td>
<td>21 252.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>55 789.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>976 238.00</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 54 897.00
- Excursions: 51 479.00
- Extracurricular dissections: 50 965.00
- Library: 8 836.00
- Training & development: 2 315.00
- Tied funds: 225 032.00
- Casual relief teachers: 68 002.00
- Administration & office: 95 395.00
- School-operated canteen: 0.00
- Utilities: 55 917.00
- Maintenance: 19 063.00
- Trust accounts: 50 439.00
- Capital programs: 16 216.00

**Total expenditure**: 698 556.00

**Balance carried forward**: 277 682.00

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

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 2008 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 2008

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

Arts
In 2008 there was an increased focus on the Arts. Significant events in 2008 included;

- Creative Arts groups in Stage 1 and a dance group in Star Struck. For the first time at East Maitland Public School, this included three Stage 3 boys.
- Several K-6 assemblies were held to showcase student talent. These included Harmony Day, Grandparents’ Day, Education Week and two outstanding whole school presentations to celebrate our sesquicentenary.
- Two students attended the Regional Creative Arts camp.

Sport
PD/H/PE programs at our school focused on encouraging students to make informed decisions related to health and physical activity and developing a positive attitude towards a healthy lifestyle.

- The school entered teams in the NSW PSSA knockout competition for cricket, netball, football, touch football, rugby league and basketball. Our school was well represented at both Zone and Regional level at the swimming, cross country and athletic carnivals. Two students represented the school at state level for swimming, with one of these students continuing on to the Australian Nationals. Eight students represented at state level for athletics and two for cross country.
- The school linked with students from Grossman High School for a skill based sports program. Year 2 students participated in an intensive two week learn to swim program.

All students in Stage 3 participated in the Newcastle Permanent Building Society Maths Competition.

- Two Stage 3 maths groups participated in the Australasian Maths Olympiad. Our top ranked student placed in the top 10% of all entries. This was the first time this had been achieved by an East Maitland Public School student.

Technology
In 2008 the school has been able to purchase four interactive smartboards. With funds from the P&C another one will be acquired before the end of the year. The smartboards promotes an interactive learning environment.

- The computer lab is open at lunchtime for student use.
- Staff were regularly provided with professional learning opportunities to further develop their technology skills

Upgrading and improving access to interactive classroom technology will continue in 2009.

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)

External Competitions
During 200, 185 students participated in Writing, Spelling, English, Mathematics, Science and Computer Skills competitions. Of these entries students achieved 38 achieved Credits, 18 Distinctions and there was 1 High Distinction.

External Competitions

- During 200, 185 students participated in Writing, Spelling, English, Mathematics, Science and Computer Skills competitions. Of these entries students achieved 38 achieved Credits, 18 Distinctions and there was 1 High Distinction.
Progress in reading

Progress in writing

Progress in numeracy

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 2008

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Personalised Learning Plans were developed for all aboriginal students in 2008. The performance of aboriginal students compared favourably with that of their non aboriginal peers. The school held a special school assembly in recognition of Sorry Day on February 2008.

During our Foundation Day assembly a local aboriginal artist presented the school with an original dot painting that depicted the emblems of the school’s sporting houses.

Multicultural Education

ESL support was available for a group of phase 1 and phase 2 non English speaking students.

A volunteer from Migrant Resource Centre attended the school on a weekly basis to support our Sudanese 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

During 2008 a Quality Classrooms Program was implemented K-6 as part of building a common belief system and value system. The school introduced the Positive Behaviour for Learning program and engaged the whole school community in defining our Values. The agreed values for our East Maitland Public School community are Respect, Responsibility, Learning Participation and Cooperation. These Values are recognised each week with students receiving awards based on our school values. In 2009 The school will be a targeted Positive Behaviour for Learning school.

Band and Choir

The school band was re-established in 2008. The band, consisting of primary students, aimed to develop musical awareness and performance skills according to the Creative Arts curriculum, allowing students to address academic content in a fun and creative environment. The band supports participation of students with special needs.

East Maitland Public School’s Infants and Senior Choirs represented our school at community events during 2008. The Primary Choir performed at Hunter Valley Gardens, where they received a commendation, Greenhills Shopping Centre for Education Week and during our sesquicentenary celebrations. It was exciting during 2008 to see a larger representation of boys in the Senior Choir.

Progress on 2008 targets

Target 1

*Improved Literacy outcomes for all students*

Our achievements include:

- 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.
- Some evidence of Quality Teaching and Learning Framework in Literacy programs. Further professional learning will take place.
- 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

**Improved Numeracy outcomes for all students**

Our achievements include:

- Go Math program implemented across school from Term 2, establishing consistency and continuity to the teaching and assessment of Mathematics K-6.
- Scaffolding Maths Diagnostic Assessment carried out February and October to baseline students and measure growth throughout the year.
- Personalised Learning Plans completed for all indigenous students. Results show indigenous students at or above stage benchmarks.
- Mathletics introduced to Stage 3 classes increased student engagement and skills in basic operations resulted.

Target 3

**Improved Welfare outcomes for all students**

Our achievements include:

- Increased parent involvement in supporting student management practices.
- The majority of staff utilise Restorative Justice Practices when managing student behaviour.
- The school learning Support Team operates effectively and is considered as an example of quality practice in the district.

Target 4

**Improved assessment outcomes for all students**

Our achievements include:

- Introduction of assessment schedule for all Stages has seen ongoing collection of data throughout the year. February results are compared to November results and individual growth recorded. This data is passed on to the next year’s teacher.
- Work samples and programmed book collection encouraged quality work for all students. They demonstrated a direct link from teaching program to classroom work.
- Writing text types rubrics developed K-6 have assisted with consistent teacher judgement in writing activities.
- Three way conferences and Personalised Learning Plans meetings were used engage parents, teachers and students in the reporting process.

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 2008 our school carried out evaluations of culture and homework.

Educational and management practice

**Background**

During 2008 an evaluation of the culture of the school 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 positive about the culture. Every group was very positive about the students being the main concern of the school, that the school encourages students to learn and to do their best.

Students were noticeably positive about all aspects of the school’s culture and especially commented that new students are made feel welcome.

A small number of staff believe that we could make more of an effort to recognise and value the contributions of new members of the community.

**Future directions**

The school needs to be more strategic in providing opportunities for staff and community to
mix and get to know each other better. (Target 3, 2009)

It would be of value to compile a list of community expertise and tap into this to support school programs and initiatives.

**Curriculum**

**Background**

An evaluation of homework expectations and practices was undertaken in 2008 to identify common beliefs and expectations about homework of students, parents and teachers.

A school designed survey was developed and given to staff parents and a random selection of classes, K-6.

**Findings and conclusions**

There was a strong agreement between parents and teachers that homework was of much importance to the success of children at school. Students did not share this opinion.

All groups were consistent in their expectation of time spent on homework.

All groups acknowledge that sport, dance and family commitments prevent students from doing homework.

All groups see homework as an opportunity to let parents know what is happening at school.

**Future directions**

There is a need for teachers to give fewer research and design and make activities in homework as this cause most problems for parents and students.

Parents believe that Maths also causes problems for them as they often don’t know to assist their children with Maths. The school needs to provide parent workshops to inform students about how they can better support their children with their Maths homework. (Target 2 2009)

The five rules agreed to were; Be Safe, Learn All You Can, Respect Yourself and Others, Be Honest and Take Care of Our Environment.

During 2009 the school will be a focus Positive Behaviour for Learning school and will explicit develop strategies, routines and practices that will engage the community in supporting these Rules and Values.

**Professional learning**

The school’s major emphasis for professional learning in 2008 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 2011was developed by the school community through the analysis of school based data, NAPLAN data, an evaluation of the 2007 school plan and the Department of Education and Training priorities.

**Targets for 2009**

**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

Strategies to achieve this target include:

* Classroom teachers effectively analyse NAPLAN data for their class and use it to plan for the explicit teaching of aspects of literacy.

* Opportunities provided for GATS students through comprehensive identification and structured activities.

* Opportunities provided for teachers to access quality Teacher Professional Learning in Literacy.

Our success will be measured by:
* The Quality Teaching and Learning Framework practices are evident in all aspects of Literacy.
* Grammar scope and sequence (with built in assessment schedule) is consistently implemented across the school.

* Increase school community partnerships, as indicated by an ‘in-house’ designed benchmarking tool.
* GATS students identified and programs implemented to improve critical thinking and independent learning

* Increase levels of Literacy achievement for every student in line with State Plan Targets

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.

Strategies to achieve this target include:

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

Opportunities provided for teachers to access quality Teacher Professional Learning in Literacy.

* A structured assessment schedule, utilising rich assessment tasks established across the school for Maths.

Our success will be measured by:

* Teachers classroom practice will demonstrate an improved understanding of quality teaching and learning in maths.
* Consistent assessment practices in maths are evident across the school.

* Increase levels of Numeracy achievement for every student in line with State Plan Targets

Target 3
Improve social and emotional wellbeing and skills for life for every student.

Strategies to achieve this target include:

* Positive Behaviour for Learning (PBL) is implemented as a strategy to encourage self regulation of behaviour and to reinforce the school values.

* Opportunities provided for teachers to access quality Teacher Professional Learning in PBL practices to support student management and engagement.

* Whole school community review of the school Student Welfare policies.

Our success will be measured by:
* All students enjoy a sense of belonging, feeling safe and included
* Improved social and emotional wellbeing and skills for life for every student as indicated by increased attendance, decrease in suspensions and behavioural referrals.
* School Student Welfare Policies updated.

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.

Cheree O'Neill - Principal
Steven Richard – Deputy Principal
Tracey Mather – Rel. Deputy Principal
Dimity Eveleens – President P & C Association
Allyssa Newton – Assistant Principal

School contact information

East Maitland Public School
Williams Street, East Maitland 2323
Ph: 0249337524
Fax: 0249345012
Email: maitlande-p.school@det.nsw.edu.au
Web: web1maitlande-p.schools.nsw.edu.au
School Code: 2451

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