

Maroubra Junction Public School Annual Report



2016



7427

Introduction

The Annual Report for **2016** is provided to the community of **Maroubra Junction Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Helen Te Rata

Principal

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Message from the Principal

It was with great joy and enthusiasm that I began as Maroubra Junction Public School's Relieving Principal at the beginning of Term 2 this year and continues to be a privilege to both serve and lead the school community.

2016 has been a year of continued growth and achievement for Maroubra Junction Public School in all aspects of educational and community endeavour. Highlights include strong community involvement with active school council and P&C organisations, student engagement in many and varied learning activities and community collaboration. Most significantly, two events that brought the school together were our end of year concert at the UNSW and Library After Dark at the Bowen Library.

Early in Term 2, the school was asked to participate in an External Validation process to undertake an extensive self-assessment measured against the School Excellence Framework. This enabled staff to work collaboratively, collecting evidence and analysing data to determine where our school was positioned in the areas of *Learning, Teaching & Leading*. While our External Validation Panel Report was very glowing, we were able to ascertain areas that our school could improve in. This understanding informed and will continue to inform our future planning, in all aspects of school life.

Our students continue to have the best learning opportunities due to the efforts of an outstanding team of teachers and a positive and supportive community. Academic results continue to remain very high and the introduction across the school of promoting a growth mindset has boosted student confidence in taking risks in their learning and encouraged them to view challenges and failures as opportunities to improve their skills. This view creates a love of learning and a resilience that is essential for great accomplishment.

The implementation of the BYOD initiative was highly successful in Stage 3, with other classes in Stage 2 piloting the program. The purchase of additional chrome books and iPads has enabled students from K-6 to begin their journey as confident and capable users of a range of devices. This was supported by the introduction of a Digital Life pilot program where nominated classes explored and implemented curriculum to teach students how to be responsible users of technology.

I would like to acknowledge the efforts of our dedicated teaching staff and commend them for their commitment and the high expectations they have to their work. I would also like to recognise an equally committed team of administrative and support staff who continues to go above and beyond expectations. A strong partnership exists within the school between staff and the parent community and I am ever appreciative of the volunteers who contribute to our school. I am extremely proud of the students at Maroubra Junction Public School and the achievements they have made. I present this report as a snapshot of accomplishments throughout the school year, highlighting the strengths of our school community and identify our future directions.

School background

School vision statement

Maroubra Junction Public School has an excellent reputation for providing quality education in a highly caring and supportive environment. Excellent outcomes for students are achieved through a focus on developing the academic, cultural, physical, social and emotional potential of each child.

Maroubra Junction Public School is committed to empowering 21st Century lifelong learners in a collaborative learning community. At our school, learning is visible. This means all stakeholders having a shared understanding of the Visible Learning mindset, promoting high expectations and engaging in feedback between students and staff to further enhance quality teaching and learning.

School context

Maroubra Junction Public School is a wonderful melting pot of diversity and cultures where all community members have a sense of belonging. 60% of our students are from a non-English speaking background and we have two community language programs, Greek and Chinese. Maroubra Junction Public School provides an innovative and challenging learning environment which develops the whole child: a self-regulated, capable, confident, resilient and independent learner. Students are engaged, parents are supportive and expectations are high to do and be the best each member of the community can be. There is a very high level of community participation at Maroubra Junction Public School.

We have an active school council and P&C, a strong focus on student leadership, a very supportive community and highly dedicated staff.

Maroubra Junction Public School has an enrolment of 670 students organised into 27 classes, 13 K-2 and 14 Years 3-6. Learning in our classrooms is stimulating and relevant, ensuring excellent outcomes. The school community supports outstanding literacy and numeracy programs which focus on 21st Century pedagogy as well as a vibrant extra curricula Creative and Performing Arts program that includes band, choir and dance and a comprehensive sports program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Within the **learning domain** the school's focus has been on the elements of Learning Culture, Curriculum & Learning, Wellbeing and Assessment & Reporting. The school's self-assessment and analysis indicates substantial progress in building a learning culture characterised by positive and respectful relationships across the school community underpinning a productive learning environment, well developed and current policies, programs and processes monitoring student learning needs and promoting student wellbeing. Key evidence that demonstrates this includes:

School Plan Projects– Visible Learning Project (fostering growth mindset and learning powers), Collaborative Teaching, ICT Project Team Action Plan and Implementation, Student Wellbeing and Learning Support Programs aligned with the KidsMatter program.

Key Data and Initiatives linked to the School Plan – Tell Them From Me survey data, School Plan Consultation, Implementation of Learning Intentions and Success Criteria, Learning and Support Processes, K-6 Mathematics Data, Teacher Professional Learning and Syllabus Implementation and Curriculum Development and strategic organisation of RFF timetables to promote collaborative planning.

The school has made significant progress in implementing the processes outlined under the three strategic directions of the 2015-2017 School Plan. The **Visible Learning** project has had a positive impact on teaching and learning, developing a culture where students are becoming drivers of their own learning as they develop an understanding about

what and how they learn. This is fostered through the implementation and use of **Learning Intentions and Success Criteria** to make learning explicit and visible. Teachers are working with the school community, using the **Growth Mindset Program** to promote positive attitudes to learning where students are beginning to see the connection between effort and success, and are building resilience when confronted with a difficult task. All of the milestones in the **Engagement Through Innovative Learning** project have been achieved by making technology a focus in classrooms and providing all students with access to new technologies. The implementation of the **Family and Community Engagement** project has connected learning at home to learning at school, creating positive attitudes to learning and effectively communicating achievements, learning needs, school practices and community initiatives to all stakeholders. It has also ensured a comprehensive whole school approach to fostering cultural awareness, strengthening community engagement and ensuring the learning and wellbeing of individual students is developed in a targeted manner.

Future directions in this domain include the further implementation of the MJPS Learning Powers to help students understand and develop the use of the strategies needed to be a 'good learner', embed a shared language for learning across the school community so parents can understand the learning progression of their children and strategies to support further progress, design more flexible learning spaces to support the use of technology across the school and continue to build on our commitment to enhance student learning with new technologies. Other future directions include our work on the KidsMatter project to ensure that the social and emotional wellbeing for all our students is well supported in the classroom and respectful relationships are developed through the school community.

Within the **teaching domain** the school's focus has been on the elements of Effective Classroom Practice, Collaborative Practice and Learning & Development. The school's practice has been self-assessed as sustaining and growing in *Collaborative Practice* and *Learning & Development* and delivering in *Data Skills & Use*, *Effective Classroom Practice* and *Professional Standards*.

The school's self-assessment and analysis indicates a strong commitment by all staff to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and evidence based research and teaching practice drive all of our improvement strategies. Key evidence that demonstrates this includes:

School Plan projects– Visible Learning Project (Learning Intentions and Success Criteria, Assessment), Collaborative Teaching, ICT Project Team Action Plan and Implementation, Student Wellbeing and Learning Support Programs aligned with the KidsMatter program.

Key Data and Initiatives linked to the School Plan – Performance and Development Framework Implementation, Tell Them From Me Survey Data, K–6 Mathematics Data, Syllabus Implementation and Curriculum Development, Feedback that Makes Learning Visible Project and Collaborative Teaching, Accreditation and Teacher Standards Project

The **Collaborative Teaching Project** has been a core process in working towards the goals outlined in Strategic 2 of the 2015–2017 School Plan. Strategic direction milestones have been strongly supported by staff and resulted in teachers using collaborative practices, effective feedback and evidence based pedagogies to enhance and evaluate their own teaching. Teams meet weekly to ensure consistency in programming and planning processes which incorporate **Visible Learning** practices, ongoing support to ensure all staff members develop a deep understanding of the curriculum and clear expectations of student achievement, as well as strategies to evaluate their impact of their teaching and learning. Staff is engaged in professional learning centered on mobile technology and innovative learning practices, and is implementing strategies to align with the **ICT Project team Action Plan and Implementation. The Professional Learning Project** is developing across the school to support staff in creating their own Professional Development Plan and achieving and maintaining accreditation. Many staff members are involved in *School Direction Projects (Accreditation, Flexible Learning Spaces, ICT, KidsMatter and Visible Learning teams)* creating and achieving personal and collaborative goals that are aligned to the School Plan. A whole school approach to coaching and mentoring practices has been implemented, both established and Early Career Teachers are feeling supported and engaged in their teaching. Teachers' goals are also focused on strengthening classroom practice in English and Mathematics. Teacher Professional Learning, aligning with all descriptors of the SEF *Learning and Development* element has driven the work in all school plan projects. Future directions in this domain include planning quality professional learning for staff that meets the professional demands of the school's improvement priorities, including Professional Learning on using targeted feedback, designing effective assessment tasks and using data to inform teaching. This will lead to vastly improved teacher understanding of student assessment pedagogy and a clear indication that teachers are tracking the growth of their students more effectively. Another future direction is the implementation of Learning Intentions and Success Criteria, as an evidence based teaching practice, across all KLAs in all lessons, ensuring students understand what is expected, where they are and what they need to learn to progress. Teachers will participate in rigorous goal setting and classroom observation as core school practices in improving teacher practice and fostering a proactive improvement culture which puts teacher quality at the centre.

Within the **leading domain** the school's focus has been on the elements of Leadership, School Planning, Implementation & Reporting and School Resources. The school's practice has been self-assessed as sustaining and growing in *School Planning, Implementation & Reporting and School Resources* and delivering in *Leadership and Management Practices and Processes*. The school's self-assessment and analysis reflects the importance placed on leadership development within overall school improvement and practice. In building leadership capacity there has been

emphasis on developing authentic leadership opportunities through School Direction Projects for aspiring leaders, utilising leadership tools which draw on the tenets of a growth mindset and leading strong consultative planning processes across the school community. Key evidence that demonstrates this includes:

School Plan projects– Visible Learning Project (fostering growth mindset), Collaborative Teaching, ICT Project Team Action Plan and Implementation, Student Wellbeing and Learning Support Programs aligned with the KidsMatter program.

Key Data Initiatives linked to the school plan – School Plan Consultation Processes and Summary, Partners in Learning and Tell Them From Me Survey Data, Learning Support Team Processes and Plans, K–6 Mathematics Data, Performance and Development Framework Implementation, Syllabus Implementation and Curriculum Development and the Technology Strategy.

The **School Direction Project Teams** have built leadership capacity in the school. The introduction of these teams has developed skills amongst aspiring teachers, who are mentored by school executive members, in managing and leading effective teams, facilitating change with a growth mindset and leading evidence based strategic school improvement. Instructional leadership has been at the core of all school projects with a focus on delivering quality teaching professional learning and analysing classroom practice through the lens of the *Visible Learning Framework*. Future directions in this domain include further work in the theory and practice of Visible Learning to embed this approach as part of our leadership practice and redefine the conversations we have as leaders on a daily basis, continue to strengthen alliances with other schools and external agencies, ensure our leadership practice is informed by current, innovative thinking and continue to strengthen planning and management processes in a consultative manner that strengthens community engagement.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Visible Learning

Purpose

To develop a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

To equip students with resilience to learn successfully and understand the relationship between effort and success.

We will work together with families to create positive attitudes to learning and develop shared understandings of how children learn.

Overall summary of progress

All staff have been trained in the use of PLAN and have mapped their students on the numeracy continuum. There has been an emphasis in classroom teaching and learning programs on differentiation that is informed by ongoing assessment and data analysis. This has given teachers a greater understanding and record of every student's achievements, progress and next steps in learning.

As a result of adopting the Visible Learning strategies learnt and the implementation of learning intentions and success criteria, students have a clear understanding of what they are learning and what is required to complete a task. They are beginning to use the MJPS learning powers to help complete difficult tasks and understand that a positive growth mindset is a valuable learning tool. Students are beginning to see they have a vital role in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase number of students achieving minimum expected growth in NAPLAN results in Year 5 by 10% in numeracy (66.7% 2014), reading (66.7% 2014) and writing (64.4% 2014).	Growth occurred in NAPLAN reading – 66.7% (2014) compared to 72.3% (2016) (greater than 10%). 71.7% (2016) of our students were in the top 3 bands. No growth data was available for writing in 2016.	
80% Students in Kindergarten / Year 1 to grow by 2 clusters, 80% of students in Years 2,3 and 4 to grow by 1 cluster	Executive staff attended Professional Learning on the implementation of PLAN and delivered their findings to all teachers. This enabled teachers to plot their students, using this data to best inform their teaching and learning programs. Teachers were trained in and given additional time to implement SENA tests. The introduction of SENA tests 3 & 4 allowed a greater number of students to be assessed and hence teaching programs developed to meet individual/group needs.	Benchmark reading resources were purchased to assist Years 3–6 teachers with assessing their students. Additional teacher support provided All class teachers were released for half a day to implement SENA and analyse results
Results on the Visible Learning matrix will show improvements in areas of need as indicated in the annual reviews.	The leadership team completed the Visible Learning (VL) School Matrix to outline data and define a path for evaluative processes. The data indicated that:– –30% of the VL indicators were common–place and systematically embedded in the school –30% of the VL indicators exist within the school but couldn't yet be considered common–place or	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Results on the Visible Learning matrix will show improvements in areas of need as indicated in the annual reviews.</p>	<p>systematic</p> <p>Areas of growth in 2016 were:</p> <p>–Our students can explain where they are at and their next learning steps in mathematics.</p> <p>–Walkthrough data outlined that all students knew what the Learning Intention of the mathematics lesson was.</p> <p>–Walk through data outlined that teachers were using Learning Intentions and Success Criteria in mathematics lessons to improve teacher clarity.</p> <p>–We give teachers feedback as part of the Professional Development Framework</p>	
<p>All students recognise what represents a good learner and become self-motivated to achieve their personal goals. They can answer visible learning questions about their learning.</p>	<p>Teachers engaged in Professional Learning focused on using Learning Intentions and Success Criteria (LI & SC) and began implementing these into daily maths lessons.</p> <p>Teachers clearly demonstrated evidence of LI & SC in programs and students were able to set goals in mathematics using success criteria and learning intentions.</p> <p>A parent workshop on 'What is an assessment capable learner?' was presented, and information on learning intentions and success criteria shared.</p> <p>4 teachers built leadership capacity through attendance at DoE Formative Assessment Professional Learning.</p>	<p>Teacher Professional Learning fund \$1780</p>
<p>Visible learning practices will be evident in all classrooms.</p>	<p><i>Leadership capacity was built through:</i></p> <p>The Executive Team attending the Evidence into Action Day 1 and Day 2 to begin data collection and analysis across the four Visible Learning strands.</p> <p>Visible Learning school visits were undertaken by executive staff to Stonefields NZ and Keillor Views Melbourne.</p> <p><i>Whole school capacity was built through:</i></p> <p>Staff engaged in Professional Learning on Growth Mindset and developed programs for whole school implementation.</p> <p>Staff collaboration of MJPS Learning Powers as appropriate for age level to develop a consistent whole school approach.</p> <p>Whole Staff Development day on 'Building and Developing Visible Learners'</p> <p>Explicit teaching of each learning dispositions</p> <p>Learning progressions are developed</p>	<p>Teacher Professional Learning funds \$13393</p>

Next Steps

Future directions will include whole staff Professional Learning to complete the Visible Learning components, Feedback, Solo Taxonomy and Inspired & Passionate Teachers. Staff will participate in professional learning on using effective feedback, learning processes and using data to inform teaching. The school will develop a consistent approach to using effective feedback across the school community

Development of a whole school assessment and reporting plan, reviewing procedures used to assess students and processes used to analyse this data. To review and further develop scope and sequences for all key learning areas and to introduce Learning Intentions & Success criteria into all Key Learning Areas. Students will be introduced to the remaining MJPS Learning Powers and a shared language for learning across the school community will be embedded through explicitly teaching the MJPS Learning Powers.

The Visible Learning Matrix indicated areas that were not yet common–place or systematic across the school were:

- All students can explain the assessments they take, where they are at, and their next learning steps.
- Walk throughs routinely take place that focus on how the learners are learning.
- Systems are in place for regular collection of evidence and we routinely analyse the impact we are having on student learning outcomes.
- We look at different aspects of the profile of inspired and passionate teachers through John Hattie's Mindframes.
- Student voice/feedback is woven into collaborative planning



Strategic Direction 2

Collaborative Teaching

Purpose

To develop a school wide culture where *teachers see learning through the eyes of their students and students see themselves as their own teachers* (Hattie).

Teachers use collaborative practices, effective feedback and evidence based pedagogies to enhance their teaching role as they become evaluators of their own teaching.

Strong ongoing support for all teachers to ensure effective Performance Development Processes that enhance pedagogy.

Overall summary of progress

The continuation of the Performance and Development Framework and development of productive Performance and Development plans for all teachers occurred and all teachers participated in classroom observations. Collaborative planning was successfully implemented and teams met weekly to ensure consistency in programming and planning processes across grades/stages which incorporated visible learning practices. This provided opportunities for teachers to understand and implement the most effective teaching methods focusing on evidence-based teaching. The Accreditation team reviewed processes and developed systems to monitor teachers' progression as well as provide opportunities to support teachers in their accreditation process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in quality teaching practices as indicated by the Tell Them From Me student, staff and parent surveys. (Baseline to be determined in 2015)	Staff recognised that students wanted to be challenged more and have greater input into their learning, hence the Visible Learning processes were implemented.	
All staff to have differentiated performance and development plans targeted at improving individual pedagogy	All teachers developed detailed Performance and Development plans in collaboration with their mentors. Strengthened classroom observation processes were implemented across the school. Funds covered release of executive staff to collaboratively complete the External Validation process as well as attend Professional Learning in classroom observation. The Leadership team attended a PEN conference with the focus on <i>Change Management</i> .	Teacher Professional Learning funds \$5850 \$2550
All staff achieving their professional learning goals.	Aspiring leaders collaborated to explore current Accreditation processes and then presented findings to whole staff.	Teacher Professional Learning funds \$900
All teachers provide positive input in regarding the impact of Visible Learning on their teaching practice	Executive staff presented Professional Learning on peer observations and all staff were given additional release time to observe colleagues	\$1800

Next Steps

Future directions will include building the capacity of aspiring leaders through offering Professional Learning workshops or courses, leadership opportunities within the school and mentoring from colleagues. Continuing to mentor and coach

Early Career Teachers and supporting those seeking accreditation at higher levels. Continuing to be strategic with timetabling so teachers can collaboratively plan on a weekly basis. Developing procedures for collaboration to be embedded in the school; these including creating authentic PDPs, understanding the purpose of classroom observations and participating in Quality Teaching Rounds. Linking all Professional Learning to our school plan, SEF future directions and teaching standards to enable teachers to reach their goals and accreditation levels. Providing opportunities for professional dialogue and reading as well as providing optional Professional Learning specific to individuals or small groups.



Strategic Direction 3

Engagement & Wellbeing

Purpose

To nurture partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning and personal wellbeing.

To inspire students through exciting and innovative 21st century learning experiences in order to develop critical thinkers, creativity and provide opportunities for deep learning.

Overall summary of progress

Communication systems have been tightened and the community has a greater awareness of school programs and events. Teachers and families are able to seek and share information about students' achievements and learning needs more easily, and explore school policies, practices and community initiatives. The purchase and implementation of additional chrome books and iPads has led to increased student engagement through the creation of digital units of work and the use of google classroom. There is a better connection between home and school, where parents and teachers are working together to create positive attitudes to learning and developing a shared understanding of how students learn.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in communication between home and school as indicated in Tell Them From Me surveys (Baseline to be given in 2015)	<p>Communication systems were tightened and the Skoolbag app was introduced.</p> <p>The school community began to develop a shared language for learning through visible learning practices.</p>	
Mobile technology is embedded in classrooms, utilising current pedagogy in classroom teaching.	<p>Purchase and management of chromebooks for Stage 2 and Stage 3 classrooms</p> <p>Professional Learning funds were used for the <i>Designing Digital Learning @MACICT</i> workshop and to set up new chromebooks.</p>	<p>\$61246 chrome books</p> <p>\$5048 lockers to store devices</p> <p>\$4530 Professional Learning</p>
Engaging learning programs will provide opportunities for students to work collaboratively, think critically and creatively.	<p>Staff participated in the Koori Art professional learning day at the Art Gallery of NSW.</p> <p>Two teachers participated in PL for the implementation of the new Geography syllabus and then presented to colleagues who developed and trialed new units of work.</p> <p><i>Project Based Learning</i> – targeted teachers participated in PBL courses and workshops, and developed units of work for team teaching. Stage 3 trialed a Digital Science Unit through Google Slides.</p> <p>The <i>Innovative Teaching</i> team participated in Professional Learning to explore flexible learning spaces. Data was collected, designs were researched and school visits took place to begin rolling out flexible learning spaces at Maroubra Junction PS.</p> <p>The <i>Kidsmatter</i> team attended training for</p>	<p>Teacher Professional Learning funds \$9380</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engaging learning programs will provide opportunities for students to work collaboratively, think critically and creatively.	components 1–3 and then presented these to staff. The <i>Harmony Day</i> 'whole school smile' photo to support 'Every face has a place' was taken and displayed in our foyer. <i>STEM</i> – school leaders attended STEM conference to gain knowledge for STEAM implementation in 2017	

Next Steps

Future directions will include the creation of collaborative and flexible learning spaces, to be trialled in stage 3 and ES1. The completion of the Kidsmatter component 4 and the implementation of these strategies. Having trialled the Digital Life program, the implementation of this program K–6. The introduction of Project Based Learning with the focus being on stage 2 and 3 in the areas of Geography and History. The commencement of the STEAM project, the purchase of Robotics and the employment of an Artist in Residence. Integrating Bounce Back into the MJPS Learning Powers lesson overview.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improved awareness of Aboriginal cultural awareness for all students and further development of a whole school Aboriginal Education strategy. This funding supported this awareness through activities during the Recognition of NAIDOC Week and Reconciliation Week.	\$2569
English language proficiency	Students requiring English language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency.	Flexible Funding \$193783 Staffing FTE 1.6 (9 days per week)
Low level adjustment for disability	Funds were used to provide School Learning Support Officer support for targeted students and for Teacher Professional Learning to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy.	Flexible Funding \$117165 Staffing FTE 0.7 (3.5 days per week)
Quality Teaching, Successful Students (QTSS)	QTSS funding provided the school with additional release time for executive teachers to support their team members through mentoring, coaching and co-teaching approaches. It allowed executive to meet to work collaboratively on the External Validation process and assisted the implementation of 'classroom observations'.	Staffing FTE 0.525
Socio-economic background	Funding was used to provide quality sports programs for all students. Financial assistance was provided to families experiencing hardship.	\$11965
Support for beginning teachers	Funding was used to provide beginning teachers with mentoring, additional release and professional learning opportunities.	\$13128 Induction Program \$2250



Student information

Reports were reviewed in weeks 5 and 9 of each term to identify any concerns.

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	299	326	322	339
Girls	289	315	335	332

Student enrolment increased steadily over the past few years. A recent change in boundaries should alleviate continued increase. The school is currently at capacity and is only able to accept local enrolments

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	95	96.9	95.5
1	93.1	94.5	94.3	95.8
2	94.8	96.1	94.8	95.1
3	95.2	95.5	95.5	95.2
4	95.4	95.6	94.9	94.5
5	94.7	96.3	94	96.6
6	94.7	94.7	95.1	94.9
All Years	94.6	95.4	95.1	95.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KC	21
KV	21
KSL	21
KS	21
KM	21
1A	23
1Z	23
1V	23
1M	23
1B	23
2P	25
2K	24
2F	25
2A	26
3/4R	27
3F	25
3CK	29
3B	28
4G	28
4Y	28
4H	27
5T	31
5R	31
5G	31
6N	27
6H	27
6F	26

Management of non-attendance

2016 student attendance figures were commensurate with state averages. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. In 2016 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Absence

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.32
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	1.8
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

The *Australian Education Regulation 2013* requires schools to report on the Aboriginal composition as a proportion of their school's workforce. Two staff members identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Teacher professional learning opportunities were provided to all staff throughout the year to address individual, team, project and whole school priorities. The school received funds from the Department of Education to provide teacher release from class and pay for course fees. The 2016 Professional Learning program comprised team meeting, School Development days, external workshops, collaborative planning, professional learning meetings and conferences. A total of **\$30 930** was invested in Professional Learning in 2016, funded through Department of Education allocated professional learning funds and school funds. Staff participated in Professional Learning initiatives focused on Visible Learning, particularly looking at Feedback, Learning Intentions and Success Criteria. Teachers were engaged in workshops looking at promoting a Growth Mindset in teaching and learning as well as exploring student engagement through Innovative Practice. Co teaching was implemented with a number of classes and a team researched the use of flexible learning spaces, trialling alternate learning environments. Family and community engagement was a focus for 2016 and components 1–3 of the Kidsmatter course were presented to all staff. With the introduction of almost 100 new devices (chrome books and iPads) staff participated in Professional Learning initiatives focused on technology, exploring ways to embed it into all key learning areas, as well as trialling a Digital Life program which looks at community digital citizenship. Mandatory training included child protection, anaphylaxis, emergency care and code of conduct. Significant Professional Learning occurred in relation to the 2016 implementation of the Geography K–10 syllabus as well as the use of PLAN data – how to collect, plot and analyse this data so as to inform teaching and learning.

As part of the Board Of Studies, Teaching and Educational Standards NSW (BOSTES), requirements in order to maintain proficient teacher accreditation,

new scheme teachers are required to undertake 100 hours of professional learning over a five year period. New scheme teachers maintaining proficiency engaged in professional learning activities outlined above to assist them to meet this requirement. Two teachers completed the BOSTES requirements to be accredited at proficient teacher.

All teachers were given opportunities to reflect on their Professional Learning experiences in 2016 during the annual Professional Development Performance process where they could re-evaluate, identify and plan work towards their individual and school goals.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. The financial summary consists of school income broken down by funding source and is derived from the Annual Financial Statement. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income expenditure and cash flow are monitored on a regular basis by the Principal and School Administrative Manager.

	2016 Actual (\$)
Opening Balance	350 494.97
Revenue	5 535 732.46
(2a) Appropriation	5 050 455.15
(2b) Sale of Goods and Services	17 651.25
(2c) Grants and Contributions	460 274.06
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	7 352.00
Expenses	-5 415 025.30
Recurrent Expenses	-5 415 025.30
(3a) Employee Related	-4 742 838.72
(3b) Operating Expenses	-672 186.58
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	120 707.16
Balance Carried Forward	471 202.13

The school is planning several projects for 2017 including implementing a STEAM project, purchasing furniture for flexible learning spaces, replacing old playground equipment and further developing our student leadership program. Considerable funds will go into Professional Learning with the focus being on implementing Visible Learning strategies.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 222 498.44
Base Per Capita	35 467.09
Base Location	0.00
Other Base	4 187 031.35
Equity Total	345 166.74
Equity Aboriginal	1 328.94
Equity Socio economic	12 520.33
Equity Language	215 158.89
Equity Disability	116 158.58
Targeted Total	87 636.26
Other Total	261 589.72
Grand Total	4 916 891.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

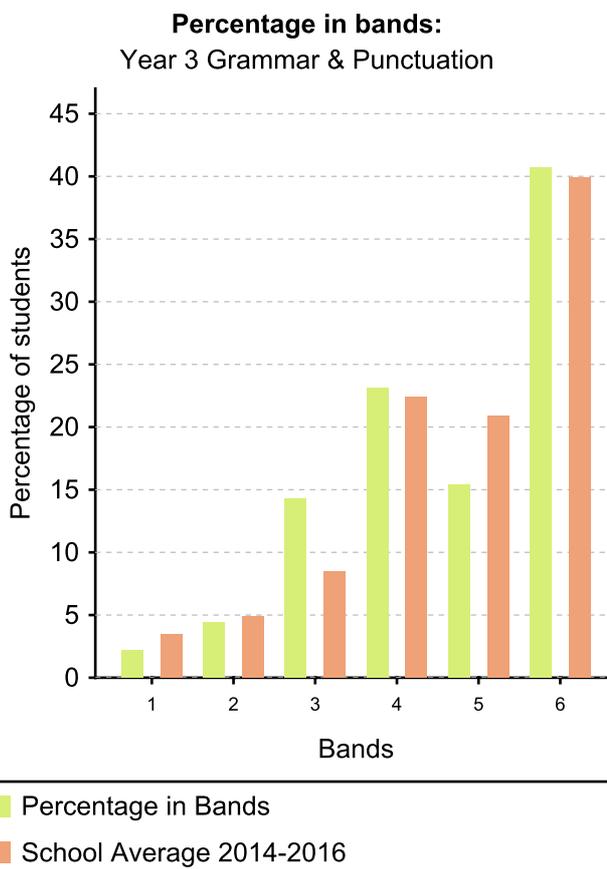
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The NAPALN results for Maroubra Junction PS in 2016 were excellent and demonstrated strong growth in student learning. Explicit programs targeting specific areas of the literacy and numeracy curriculums have resulted in our students demonstrating strengths across all areas. In Year 3, 96 children sat NAPLAN and in Year 5, 93 students sat the test. In **reading**, our students achieved outstanding results with 80% of Year 3 students performing in the top three bands, compared with 70% of the state and 58% of Year 5 students performing in the top two bands, compared to 37% of the state.

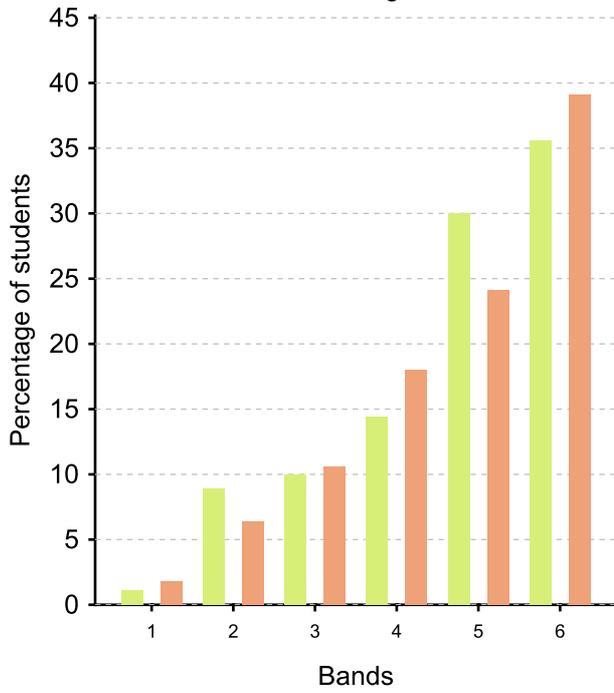
In **writing and spelling**, our Year 3 students also performed strongly with 88.9% and 84.7% of students performing in the top three bands respectively.

In **grammar & punctuation**, our students did very well with 76% of Year 5 students performing in the top 3 bands compared to 59% of the state. While 79% of our Year 3 students performed in the top 3 bands compared to 71% of the state.

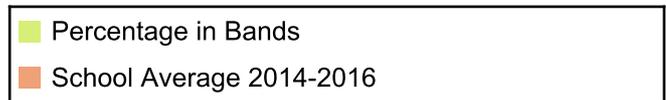
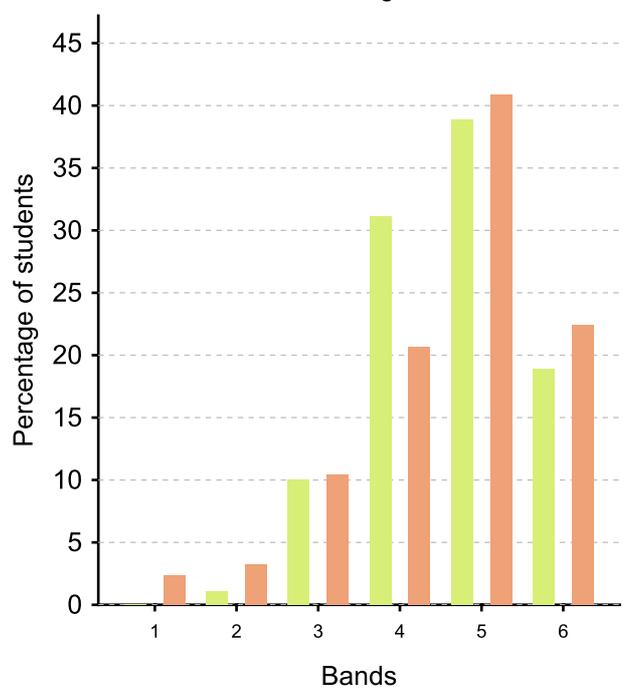
In **numeracy**, our year 5 results were well above state averages with 72% of students performing in the highest 3 bands compared to 57% across the state.



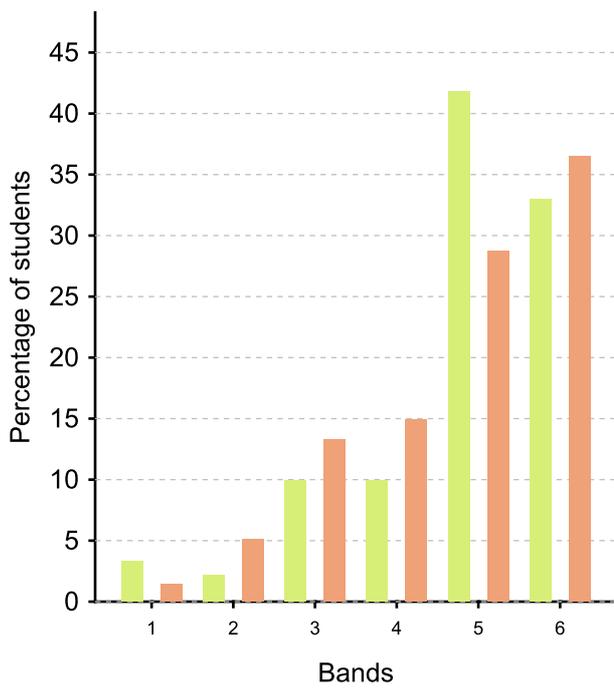
Percentage in bands:
Year 3 Reading



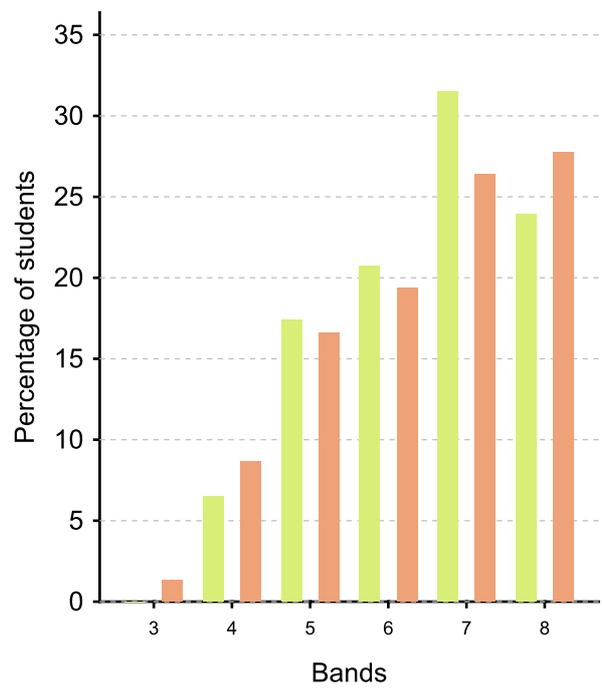
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

The survey was completed by 237 students in Years 4, 5 and 6.

83% of the students surveyed had a high sense of belonging, that they felt accepted and valued by their peers and others at school. 92% of students said they had developed positive relationships with others (compared to the state norm of 85%). 98% of students surveyed valued School Outcomes and believed that education will benefit them personally and economically, and will have a strong bearing on their future. While 95% of students believed they presented positive behaviour compared to 83% of the state. Students rated Teachers' Expectations for academic success 8.8 out of 10 which was higher than the state average.

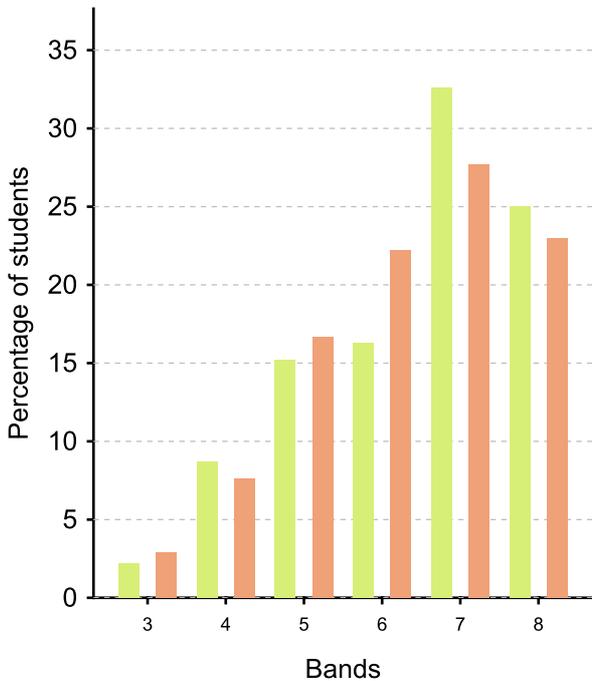
The parent survey was completed by 58 parents.

The survey showed that the percentage of parents who regularly spoke to teachers, attended meetings and were involved in school committees was high. Parents felt teachers foster positive relationships, the administrative staff are helpful and they feel welcome when they visited the school. They believed their children were encouraged to do their best and teachers showed an interest in their learning.

The teacher survey was completed by 18 teachers.

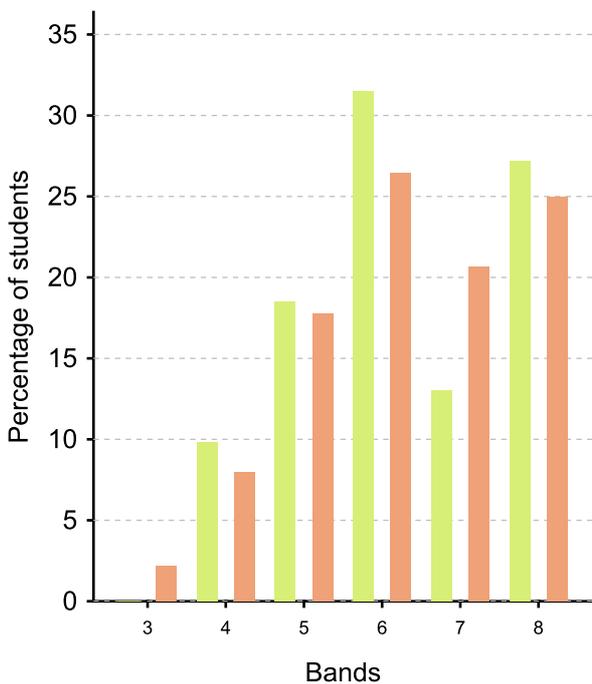
Teachers believed that school leaders had helped establish challenging and visible learning goals for students, created a safe and orderly school environment and supported staff during stressful times. They recognised the importance of collaboration and enjoyed working with other teachers in developing cross curricular opportunities. Teachers were good at monitoring progress of individuals and set high expectations for their students.

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016



Policy requirements

Aboriginal education

A commitment to Aboriginal Education has continued to be at the forefront of the teaching and learning processes at Maroubra Junction Public School, with a focus of embedding Indigenous perspectives into the curriculum through rich learning experiences. Our NAIDOC celebration activities engaged local Aboriginal Elders to work with our students to explore language, dance, music, story telling, bush tucker, weaponry, hunting techniques and art making. Student artworks were entered into the Koori Art Expressions and exhibited at the Maritime Museum. Maroubra Junction community supported the students by attending the opening of the exhibition. One Year 6 student participated in Yarn UP, a program aimed to provide opportunities for Aboriginal students in Years 5 and 6 to develop skills in impromptu speaking, public speaking, debating and positive feedback.

Focus in 2017 will be on strengthening the relationship we have with La Perouse Public School through school visits and collaboration in teaching and learning to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students.

Multicultural and anti-racism education

The school has a significant percentage 61% of students from culturally diverse backgrounds. To foster harmony and tolerance a multicultural perspective is woven into many aspects of the school year, either through incorporation in units of work, or by specific events. This year, we celebrated the diverse cultural backgrounds of members of our school community on Harmony Day by sharing food from different countries and wearing a national costume, the colours of the flags of our cultural background or orange, which is the official Harmony Day colour. All students and many parents participated in Harmony Day celebrations where activities aimed to promote cultural appreciation and acceptance of racial difference. These events assist in involving and enhancing engagement with parents and community members from culturally diverse backgrounds.

We had several students who represented the school at the Multicultural Perspectives Public Speaking competition where they spoke on a range of topics that aimed to heighten the awareness of multicultural issues.

