

2020 Annual Report

Maitland Public School



MAITLAND

PUBLIC SCHOOL

Where great things happen

3949

Introduction

The Annual Report for 2020 is provided to the community of Maitland 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.

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Message from the principal

G'day all,

The 2020 annual report reflects a school year like no other. COVID-19 changed the way that we educated our students. The challenge of overcoming the disconnect and the isolation through that period from early April up until June was one that our staff rose to and they continued to provide a high quality education for our students through changing the way that we operate as teachers.

I'm very proud of our achievements through the 2020 school year. I congratulate our staff - from our teachers, to our office, to our support staff - and, further, to our community. It is obvious in returning to school in 2021 that our students are back on track and enjoying the time they have here with each other. There is the added benefit of them valuing that connection probably even more.

Many thanks to our assistant principal, Barry Davis, for his work in collating the majority of the Annual School Report this year and to all who contributed. Our school team is a very strong team. Great things happen at Maitland Public School and I hope that is reflected through the entirety of this report.

Regards,

Kevin Greaves (principal)

School vision

We believe in educating the whole child and developing great citizens, great people.

We do this by:

- providing innovative teaching and learning programs, with a focus on literacy and numeracy;
- enhanced by quality extra-curricular opportunities;
- delivered within a high quality, motivating learning environment; and
- engaging our whole community in educating our children.

We deliver a quality learning experience through which we demonstrate our values of respect, responsibility and personal best.

School context

Maitland Public School was established in 1874 as a K-10 "Superior Public School" to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a "school for all" is one that continues to this day.

In the 1950's, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2021 the school has an enrolment of 457 students and is at capacity with 17 mainstream classes and 3 support classes for students with learning needs. It maintains a historical link with district structures and still maintains district support personnel in the school grounds.

The school has a FOEI of 115, which attracts significant low socio-economic funding. 18% of students identify as being of Aboriginal heritage and there are 1.5% percent of students for whom English is not their primary language.

The school draws students from as far afield as Singleton, Cessnock and Newcastle which places particular emphasis on parent and community participation, communication and inclusion due to the distance students travel to attend the school. Attendance is above state average at 90.2% with 65.8% of students attending at or above 90% (above state average). That said, attendance is a key target due to the isolation from the school.

Key programs at the school include:

- Technology with the 2021-2024 plan including a further focus with the establishment of a dedicated MakerSpace as well as progression towards a Junior STEM Academy in partnership with feeder high school Maitland Grossmann;
- The Arts through three concert bands, additional individual tuition programs, as well as opportunities in public speaking and debating, vocal groups, dance groups, a Starstruck group, three Youth Theatre groups and creative arts; and
- Student wellbeing, mainly through Positive Behaviour for Learning (PBL) but also including a focus on transition and student leadership.

External Validation in 2020 directed the school in two key areas:

- Data Literacy and Analysis with particular emphasis on the development of assessment structures K-6 and the use of assessment for planning K-6; and
- Management Practices and Processes with particular emphasis on growing parent and community consultation, participation and communication.

Maitland Public School is a member of the Ka'ai Boorlang Learning Community, aligned with Maitland Grossmann High School as our major feeder school partner.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Student Learning

Purpose

To create a stimulating and engaging learning environment meeting the individual needs of students

Improvement Measures

Evidence of future-focused pedagogies in classroom programs and practices that are reflective of this learning from 2017 baselines.

100% teacher participation in Professional Learning targeting future-focused skills and pedagogies

100% of students engage in goal-setting and discussions about their own learning.

Overall summary of progress

Maitland Public School in 2020 provides a tremendous example of what can be achieved in providing creative and flexible learning environments within a heritage-listed school. Every classroom is different. No classroom has enough chairs for students and that is by design. Students work in the manner that best suits their learning style and are free to change those learning styles to best maintain engagement. Technology features in every classroom. The collaboration and cooperation between students and staff is terrific and student engagement in learning is maximised.

Teachers have taken to professional learning, enhancing their skills and pedagogy, with gusto and that learning is reflected within their classrooms and their teaching. While we have not yet progressed to students being involved in the reporting of their own learning, every classroom features learning intentions and students engage positively in self-assessment.

Progress towards achieving improvement measures

Process 1: Strategic allocation of school funding to develop all learning spaces to facilitate flexible curriculum delivery, including the provision of appropriate furniture, teaching resources and technologies.

Evaluation	Funds Expended (Resources)
The COVID-19 pandemic will have lasting effects on our school and students. It will take time before we return to how things were prior to the outbreak. Major concerns in regards to online learning where social isolation, a decrease in student well being and learning loss.	*\$33000 Funding Sources: • Operational Funding (\$33000.00)

Process 2: Processes are developed and embedded that direct open discussion of learning progression, student achievement, program direction and practical implementation. Students and staff undertake training in student conferencing and goal-setting to drive student achievement.

Evaluation	Funds Expended (Resources)
All teachers utilise effective feedback and reflection to improve their teaching practice and student learning. Teachers are now trained in and use a variety of methods to provide feedback to improve student achievement in learning. The development of formal assessment procedures was impacted by COVID-19. Professional training in the use of digital tools to support the implementation of digital assessment strategies to inform future teaching will be ongoing. Formative and summative assessment data practices are being developed to drive teaching and learning goals. Students engage in creative, evaluative and critical thinking within flexible learning spaces supported by new technology.	

Progress towards achieving improvement measures

Process 3: Development of formal data collection structures to be implemented K-6 to deliver accurate and timely data to inform practice, to drive discussion on student and school achievement and to direct future professional development for staff.

Evaluation	Funds Expended (Resources)
Due to COVID-19 progress on this initiative was difficult. Systems for assessment and data collection to be streamlined. Formal and reliable data collection using technology will be ongoing and developed further in 2021.	

Next Steps

- staff will engage in professional reading, professional learning and collegial visits to similar schools to develop a scaffold for student-teacher-parent goal setting and conferencing.
- executive will lead the school community in developing deeper understandings of school and student learning progress.
- staff will formalise transition programs and processes to enhance procedures, activities, data sharing and continuity of learning.
- continue development of whole school assessment practices, expanding from formative assessment development to identifying internal school measures and data points that provide checkpoints for student progress that can be shared with other staff and parents.
- develop K-6 scaffolds that support student self-assessment and involvement in the analysis of their own data and progress in learning.

Strategic Direction 2

Quality Teachers and Leaders

Purpose

To develop the pedagogical and leadership capabilities of staff through evidence-informed professional learning, collaborative practice and promotion of leadership opportunities

Improvement Measures

Increase in the percentage of students achieving in the top two bands in NAPLAN Reading, Writing and Numeracy.

Increase in use of literacy and numeracy progressions from in programs to inform teaching.

Overall summary of progress

Even with NAPLAN 2020 not going ahead due to COVID-19 issues, the percentage of students achieving in the top two bands in NAPLAN reading, writing and numeracy is consistently trending upwards. For this reason, in the 2021- 2024 school plan, we have chosen challenging targets to aspire to and to increase the focus on student progress in these areas. Work has commenced in using Progressions on a limited basis and the development of an internal scaffold for collection of baseline data K-6.

Progress towards achieving improvement measures

Process 1: Stage teams, supported by executive, adopt a coordinated approach to informing programs using the progressions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Data collected in additive strategies and reading comprehension K-6.• Development of baseline data structure for collection of internal assessments underway.	<ul style="list-style-type: none">• Staff Development Day 3 session• Professional Learning sessions x 2 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Formalised mentoring and staff support framework and policy established, focusing on development of pedagogy and professional practice including opportunities to support for accreditation of staff.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Evaluations of TPL by staff showed the need for a new structure to effect change and understanding K-6. Stage-based teams will continue and be added to through a new PL Team structure in 2021.	<ul style="list-style-type: none">• Professional Learning timetable

Process 3: Staff expertise is identified and utilised in a leadership capacity to support and enhance innovative practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• four beginning teachers successful in maintaining their accreditation at "proficient" level• one executive member started accreditation as Lead Teacher	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20000.00)

Next Steps

- professional learning focus for all staff in developing a deep understanding of student assessment and data concepts, especially in driving individual student analysis and planning for development.
- time is provided for K-6 analysis of internal/external quality, valid and reliable assessment data in driving regular

professional discussion of student and school performance.

- the school's Philosophy of Assessment document becomes the basis for professional learning and development of an agreed whole school assessment structure and collection of student learning progress data.
- regular data analysis and planning becomes part of the school's professional learning calendar, linking school planning and performance with a deep conversation around future direction through ongoing and regular analysis of data.

Strategic Direction 3

Student Well-Being

Purpose

To support students to engage within a positive school environment, drawing on skills and knowledge of the entire school community and strengthening relationships.

Improvement Measures

A decrease in the number of repeat students in Planning Room according to ebs:Ontrack+ data.

An increase in the documentation and involvement of external community agencies supporting students via Learning and Support, Personalised Learning Pathways (PLPs) and Individual Education Plans(IEPs).

Progress towards achieving improvement measures

Process 1: Teachers will explicitly address the wellbeing and behavioural needs of individual students via learning and support programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• new support structures and flowchart communicated to staff and implemented successfully• Sentral in use for behaviour records	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)• Socio-economic background (\$6000.00)

Process 2: Data analysis of wellbeing records will be utilised to inform and refine the whole school approach to wellbeing practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• fortnightly analysis of behaviour records and statistics undertaken• streamlined referral system for at-risk children co-ordinated with LST, counsellor and HSLO	

Next Steps

- strategic involvement in the Tell Them From Me surveys will be complemented by school-initiated parent surveys and forums to drive future direction.
- greater parent involvement will be sought in school planning and evaluation processes, especially through greater partnerships and collaboration with ATSI parents.
- office and customer service practices will be the focus of non-teaching staff professional development to support efficient administrative development and service to the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$76 932.00)	Reconciliation Week activities Aboriginal programs Meet the Mob events Student Assistance
English language proficiency	Funding Sources: • English language proficiency (\$4 604.00)	Assessment and Support
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$187 638.00)	LaST three days per week - Primary L&N focus LaST three days per week - Infants L&N focus SLSO supplementation
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$83 569.00)	Instructional Leader/AP-Curriculum, Staff Mentoring
Socio-economic background	Funding Sources: • Socio-economic background (\$85 000.00) • Socio-economic background (\$60 000.00) • Socio-economic background (\$50 000.00)	School development projects Business Manager SLSO Support
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$69 345.04)	Beginning Teacher mentor and training

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	186	210	220	238
Girls	194	221	238	222

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	92.6	91.5	92
1	90.9	94.6	92.1	89.9
2	92.9	89.4	93.2	90.3
3	93.7	92.1	92.2	92.5
4	94.3	91.7	90	90.5
5	93.5	91.4	91.1	90.6
6	94.1	92.6	90.3	92.9
All Years	93.6	92.1	91.4	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	19.37
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	6.28
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	240,447
Revenue	5,727,793
Appropriation	5,585,890
Sale of Goods and Services	2,273
Grants and contributions	138,054
Gain and Loss	1,250
Investment income	326
Expenses	-5,996,074
Employee related	-5,110,796
Operating expenses	-885,278
Surplus / deficit for the year	-268,281
Closing Balance	-27,834

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	175,932
Equity Total	579,449
Equity - Aboriginal	76,282
Equity - Socio-economic	310,925
Equity - Language	4,604
Equity - Disability	187,638
Base Total	3,699,009
Base - Per Capita	113,667
Base - Location	0
Base - Other	3,585,342
Other Total	773,777
Grand Total	5,228,168

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Throughout 2020 the school had to face many issues related to learning and communication, arising from COVID-19. The school continued to communicate with parents and carers via a number of platforms. The school's Facebook page, SkoolBag and Seesaw/Class Dojo were the main forms of communication throughout this time.

During 2020, the school surveyed parents/carers, students and teachers seeking their opinions about the school. Their responses are presented below:

The majority of students indicated that they valued schooling and that they try hard to succeed in their learning. They felt included at school and many felt a positive sense of belonging. Students stated that the staff held high expectations for them to succeed and that each of them had a clear understanding of the rules and expectations for classroom behaviour.

Parents and carers agreed that Maitland Public School is a safe and inclusive environment which supports positive student behaviour. They indicated that the communication from school through SkoolBag and Facebook allowed them to remain up to date with current events and programs whilst Seesaw and Class Dojo were viewed very positively through learning from home and beyond.

The teachers of Maitland Public School responded positively to the People Matter Survey, placing value on and embracing professional learning opportunities as a means of improving student learning outcomes



Our vocal group is one of the most keenly anticipated roles in the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Students identifying as Aboriginal or Torres Strait Islander and have Personalised Learning Plans completed with family input and implemented by their classroom teacher. A 'Meet the Maitland Mob' breakfast was conducted in Term 1 where all Indigenous families were invited to attend before school for a BBQ breakfast. The aim was to have families connect with their child's teacher and to collaborate to create a Personalised Learning Plan for students. This plan is reviewed once a term and, as goals are achieved, new goals are created.

Due to the impact of COVID-19, Aboriginal Culture Groups were not able to go ahead. Reconciliation Week was included in all classes learning from home activities. NAIDOC week was postponed until Term 4 and was celebrated in classrooms through a range of activities. Our Junior AECG committee was not formed due to the fact students were learning from home. Most external professional development was unable to proceed due to COVID-19.

Acknowledgment of Country is included in all school assemblies, including during assemblies held via Zoom. Students are given the choice to say this when their class is hosting the assembly. The Aboriginal flag, Torres Strait Islander flag and the Australian flag are displayed at the front of the school daily.

During Term 4 staff were introduced to some quality Indigenous literature during a professional learning session. This allowed many staff to share books and activities that they have used in their classroom to upskill other staff.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Positive Behaviour for Learning (PBL)

In 2020 we have continued to review and refine our PBL processes recognising PBL as a wellbeing program for students which requires a collaborative approach to support the diverse needs of our students. Using a variety of forums including staff consultations, PBL team meetings, sharing of student PBL videos fortnightly on Facebook, Class Dojo, school celebrations, Parky's Party and our end of year PBL presentation assembly, we were able to successfully engage staff, students, parents and our wider community in our PBL program utilising their feedback to guide the refining of our PBL

process. COVID impacted our ability to engage, consult and survey parents in person during whole school events.

2020 saw the continuation of our student PBL committee. With representatives from each stage group elected and recognised as our PBL leaders at a formal assembly. These students, along with our PBL coordinator met to discuss relevant PBL matters and provided a regular opportunity for student voice. Our PBL leaders took on the responsibility of delivering our daily and weekly PBL focus over the school P.A. and assisted during our school PBL celebrations.

Further refining of our PBL processes saw the following successfully implemented:

- PBL signage displayed around the school and in every classroom
- Class Dojo used K-6 to acknowledge all students displaying PBL values
- mid-term and end of term whole school PBL celebrations
- Parky's party each term to recognise students displaying PBL expectations consistently in the classroom with support from our canteen staff
- daily PBL messages over the P.A. from our school captains and student PBL committee during lunch eating time
- revised PBL matrix with additional focus areas and expectations added to cater for home learning during COVID and COVID restrictions at school
- formal PBL presentation assembly incorporated into whole school presentation day
- fortnightly PBL videos filmed with students and shared on Facebook
- staged planning rooms to provide greater support to students
- establishment of recess room to provide a space for students to play off the playground
- fortnightly PBL lessons

Band

The Maitland Public School Band consists of 3 concert bands (Junior, Intermediate and Senior) and is an integral program in our school's extra curriculum opportunities. In 2020, 25 new students, all of whom had never played an instrument, joined our junior band along with 20 intermediate and 14 senior musicians who continued in the program from 2019.

In March our Band program looked very different. Due to COVID restrictions, lessons could no longer continue during Term 1 and Term 2. During this time many students kept in contact with their music tutors via online platforms, sending videos of themselves rehearsing at home. From Term 3, regular Tuesday tutor lessons and whole band rehearsals returned in the School Hall rather than the band room so that students could safely distance.

After a difficult beginning of the year, the students had to work extra hard to learn their music pieces individually and as a whole concert band. Late in Term 4, the school band held a workshop and performance day. Students worked intensively with their tutors and conductors during the morning to practice their pieces before spending the afternoon performing for their peers. During this time, end of year awards for achievement and encouragement were also presented and celebrated. This was a lovely opportunity to recognise the hard work and talent of our young musicians. It was a fantastic afternoon, showcasing the dedication of all involved in the MPS band program to be able to pull together such an amazing performance after a trying year.



Uncle Perry and our cultural group doing some artwork (which now hangs in our foyer)