

Mortlake Public School Annual School Report

2011

2625



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Principal's message

It is with pleasure that I present the 2011 Annual School Report for Mortlake Public School.

The Annual School Report reflects evaluation processes undertaken within Mortlake Public School throughout 2011.

In 2011 students experienced a wide range of opportunities to develop skills and interests in all KLA's. Students were given the opportunity to participate in inter school competitions in sport, public speaking and debating as well as extra curricula activities such as a music tuition program, choir, orchestra and band.

The school motto, *excel by effort*, defines our philosophy in fostering independence and encouraging students to become responsible for their behaviour and learning.

Teaching staff worked collaboratively in four stage teams to effectively plan for and assess student learning. The staff's continuing effort to promote and support quality teaching and learning is the grounding for the excellence achieved by our student body.

Mortlake Public School has a supportive school community with parents dedicated to improving the school's resources.

In July 2011, the upgrade of the northern and southern playgrounds was obtained through State Government funding and the Sports in Schools Grant.

An Outside Of School Hours Care Facility (OOSHC) has been operating at the school since the commencement of 2006.

The students of Mortlake Public School are to be commended for their high standard of effort, achievement and behaviour. I would like to thank the staff, parents and community for their dedication and commitment to the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jacqui Attard
Principal



P & C message

The P&C Association meets on the fourth Tuesday evening of every month during school terms. It is supported by many parents and friends of the school, as well as enjoying a highly supportive relationship with the school staff. In 2011, the P&C had 72 financial members and provided over \$28,000 to fund a range of initiatives including the purchase of teaching resources, outdoor settings, the purchase of 3 interactive whiteboards for use in classrooms, and also funded the school music teacher.

P&C volunteers contributed time to running the canteen, uniform shop, gardening club, also managing the orchestra, choir and instrument tuition program and providing musical nights showcasing the very talented students of our school. A number of ever-popular fundraising activities were held throughout the year including our Walk-a-Thon, Spooky Hallow Disco, Mother's and Father's Day stalls, Easter raffle and the Christmas at Mortlake end of year celebration.

In 2011 we worked closely with the school and local council to secure road safety upgrades, and sought government funding for new perimeter fencing and resurfacing of the school playground.

The P&C provided representation on school staff selection panels and facilitated many social events aimed at bringing parents together.

The P&C heavily relies on the voluntary efforts of parents and friends of the school and we sincerely appreciate the hard work of so many people throughout 2011 and we are looking forward to 2012.

Kaye Callander

Student representative's message

The Student Representative Council (SRC) comprises of two representatives from each class in Years 1-6.

The 26 members of the SRC meet on a regular basis. They also have class meetings to discuss issues raised by students.

The SRC has discussed various things such as special fundraisers and different ways to improve systems.

During 2011, some SRC accomplishments included: the purchase of a clock for the school hall and fundraising for the purchase of games to use during wet weather.

The SRC raised \$150.00 by holding a jelly bean guessing competition.

It has been a rewarding experience to be involved with the SRC. The SRC will continue to support Mortlake's students and staff in 2012.

SRC



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

In 2011, the school had thirteen classes. The future enrolment of the school is predicted to continue to increase due to the gradual completion of the housing developments at Breakfast Point.

The school population has a very low mobility rate. The number of non-local enrolments is decreasing due to the rise in local enrolments.

Of the students enrolled in 2011, there were more boys than girls. This is evident in the table below.

As can be seen from the class sizes table on page 4, the school had unusually low numbers in the 2011 Year 6 class.

The 2011 ESL survey revealed that 41% of the students have a language background other than English. The dominant group is Italian.

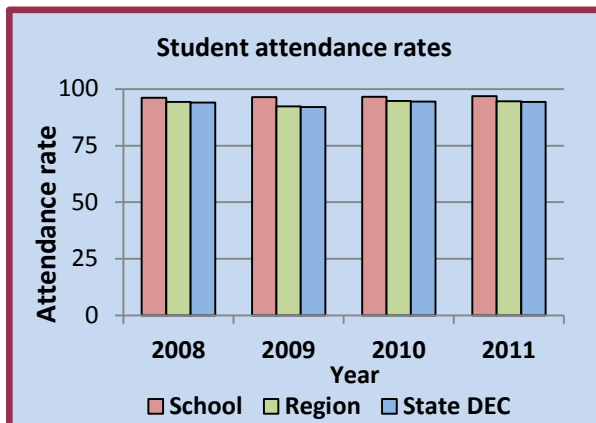
Student Enrolment

Gender	2007	2008	2009	2010	2011
Male	131	132	155	165	174
Female	121	133	132	148	150



Student attendance profile

The table and graph below show student attendance rates at Mortlake Public School which is better than both regional and state rates. This is a reflection of the values of the school community in relation to education.



Student Attendance

	Year	2008	2009	2010	2011
School	K		96.0	96.8	96.4
	1		96.5	94.8	97.3
	2		97.0	96.5	96.5
	3		96.5	97.0	96.6
	4		96.7	96.9	96.8
	5		96.9	97.1	96.6
	6		95.1	96.7	97.8
	Total	96.1	96.4	96.5	96.8
Region	K		93.8	94.6	94.4
	1		93.4	94.1	94.1
	2		93.9	94.7	94.4
	3		94.2	94.8	94.6
	4		94.2	95.0	94.8
	5		94.2	95.0	94.9
	6		94.1	94.7	94.7
	Total	94.3	92.4	94.7	94.6
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3

Management of non-attendance

The following is an overview of how student non-attendance is managed at Mortlake Public School.

1. Classroom teacher marks roll each day.
2. Teacher requests explanation for non-attendance
3. Stage leaders set attendance as an agenda item for each stage meeting. A letter to parents is sent home if a child's attendance is a concern.
4. If there is no improvement, Principal discusses attendance with child's parents.
5. Principal requests support from Home School Liaison Officer. A letter is sent home to parents. An attendance agreement is made by the child and parents. Attendance is then monitored.

Class sizes 2011

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 2011 class size audit conducted on Wednesday 17 March 2011.

Roll class	Year	Total per year	Total In class
KC	K	18	18
KD	K	18	18
KK	K	18	18
1/2M	1	16	25
1S	1	25	25
1T	1	27	27
1/2M	2	9	25
2/3M	2	7	25
2A	2	27	27
2/3M	3	18	25
3J	3	29	29
4/5C	4	19	28
4E	4	30	30
4/5C	5	9	28
5W	5	29	29
6B	6	30	30

Structure of classes 2011

In 2011, Mortlake Public School had thirteen classes. Although three of these classes were multi-age, activities such as assemblies, sport and life education were carried out on a grade basis. In arranging the classes, consideration was given to the social needs of students, individual learning styles, siblings, special needs, the allocation of support staff and class numbers.

Staff information

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

The school had 14 classroom teaching positions and a teacher librarian position four days per week allocated in 2011. These included 3 executive staff, 11 classroom teachers and 2 specialist teachers present 4.5 days per week in total.

The teaching staff is supported by the School Administration Manager and three part time School Administration Officers.

There are no indigenous members of staff working at Mortlake Public School.

The table below provides a detailed composition of the school's staff.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teachers	0
Classroom Teachers	11
RFF	1.188
Support Teacher Learning Assistance	0.3
Teacher Librarian	0.8
Teacher of ESL	0.8
Counsellor	0.2
School Administrative & Support Staff	2.872
Teacher of Reading Recovery	2.5
Total	23.66

Staff retention 2011

During 2011, 66.6% of teaching staff members were retained from 2010. One staff member was on leave for a year, one staff member returned part time from maternity leave and four staff members were on maternity leave.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	81
Postgraduate	19

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:	30/11/2011
Income	\$
Balance brought forward	104 982.76
Global funds	165 949.90
Tied funds	166 140.46
School & community sources	200 048.39
Interest	7 698.73
Trust receipts	3 232.40
Canteen	0.00
Total income	648 052.64
Expenditure	
Teaching & learning	
Key learning areas	50 502.14
Excursions	50 841.00
Extracurricular dissections	5 860.35
Library	1 662.04
Tied funds	160 345.02
Casual relief teachers	78 637.43
Administration & office	49 210.66
School-operated canteen	0.00
Utilities	13 124.30
Maintenance	14 300.53
Trust accounts	3 232.40
Capital programs	109 953.59
Total expenditure	537 669.46
Balance carried forward	110 383.18

A full copy of the school's 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

Significant programs and initiatives

Aboriginal education 2011

Our school continues to provide support for students with an Aboriginal background. Students in K-6 engage in programs designed to enhance their knowledge and understanding about Aboriginal history, culture, art and contemporary Aboriginal Australia.

Welcome to Country and Acknowledgement of Country are part of the school's assemblies and events.

Multicultural education 2011

Mortlake Public School has 41% of its student population identified as from a language background other than English (LBOTE).

The English as a second language (ESL) teacher provides individual, small group and whole class support to address the needs of students from non-English speaking backgrounds. The school is allocated four days per week of teacher time in ESL.

The Multicultural Public Speaking Program, which involves students in Years 1-6, assisted in allowing students to develop an understanding and appreciation of various cultural backgrounds. Two students from Stages 2 and 3 were chosen to represent the school at the district competition.

Respect and responsibility 2011

At Mortlake Public School everyone has the right to feel safe and happy. The staff is committed to establishing consistent expectations of all students, promoting the school values and implementing school rules. Through the student welfare program the school promotes values, social skills, student leadership, child protection and drug education. The core values reflect the aims of public education- *Respect and Responsibility*.

Features of the student welfare program include:

- the school's social skills program conducted in Kindergarten through to Year 6 which assists students to develop respect at all times for teachers, other school staff, students and helpers;
- Aussie of the Month and School Ambassador elected by class teachers;
- the SRC who meet once a week at lunch time to express their ideas and concerns for school improvement;
- the election of school leaders and sports leaders by students in Years 2-6. Elected captains and prefects run the SRC, school assemblies and assist with school promotions and events;
- all classes are involved in a buddy system;
- school assemblies, led by students, were held to commemorate ANZAC Day and Remembrance Day;
- student participation in community events such as 'Clean up Australia Day'; and
- the raising of funds for the charity 'Stewart House'.

Finally, in 2011, Mortlake Public School continued to develop significant community links for our students. Our school captains and prefects attended the dawn service on ANZAC Day at Concord RSL. They were also joined by other students and parents from the school. The Year 6 students attended the ANZAC Day service at Hyde Park. In addition, the school choir and various classes performed for the Concord Senior Citizens during a luncheon.



School performance 2011 Achievements

Sport

Mortlake PS students participated in a range of inter-school sporting competitions through the Western Suburbs Zone Primary Schools Sport Association (Western Suburbs PSSA). The Zone includes 19 schools and covers an area from Summer Hill to Newington. The school was represented by teams in many sports including soccer, softball, cricket, netball, swimming and athletics.

The Junior Boys and Senior Girls Soccer teams were successful in reaching the semi-finals of their respective competitions. The Junior and Senior Girls Softball teams finished 5th overall, narrowly missing a place in the semi-finals.

Several students were selected to trial for Zone representative teams in boys and girls soccer, boys cricket, AFL and girls netball.

Over 90% of students in Years 3 -6 participated in the annual swimming, cross country and athletics carnivals.

Students in K – 2 participated in their own athletics carnival run in conjunction with the 3-6 athletics carnival.

The school was placed 6th overall in the Zone for athletics (2nd proportionally), 11th overall for cross country and 14th overall for swimming.

Students who were selected to represent the Western Suburbs PSSA at Sydney East Regional Championships were Ebony Coker and Luana Matrone (Cross Country and Athletics); Georgia

Richardson (Cross Country); Mitchell Ring, Maya Ralley, Camryn Chisholm, Holly Gray, Kyla Gray and Jason Casey (Athletics); Rebecca Bisseh and Sara Al-Shameri (Athletics and Girls Soccer).

Ebony Coker was awarded Junior Girls Champion at the Westerns Suburbs PSSA Athletics Carnival. She broke the Zone record for the 10yr Girls 100m and was successful in being selected to compete at the NSWPSA Cross Country and Athletics Championships.

The school entered teams in the Concord High School Gala Day. The school won the Boys and Girls Indoor Football competition.

The Special Swimming School Program occurred in Term 4. Over 30 students in Years 2 – 3 were involved in a two-week intensive learn to swim session at Enfield Aquatic Centre. All students in attendance increased their level of competency and confidence in the water.

Every class in Years 3-6 participated in the Premier's Sporting Challenge.

The school's in-school sport program was restructured to allow for further development of fundamental skills and better utilisation of surrounding open spaces.

A large number of students are now participating in sporting programs outside of school hours.

The school's sports program continues to receive strong support from parents and the wider community.



Public Speaking and Debating 2011

The school is committed to excellence in public speaking and debating. The students are exposed to a structured public speaking program from Early Stage 1 to Stage 3. Teachers integrate speaking activities across all key learning areas.

In June and November this year, the students were involved in a whole school public speaking competition. Class finalists showcased their public speaking skills at a special assembly.

Mortlake Public School enjoyed a very successful year in the Granville-Strathfield debating competition. Our team won four out of the six debates placing Mortlake in the top three schools in our division.

Arts 2011

The Mortlake Public School P&C

Instrumental Music Program is run by a subcommittee of the P&C. The subcommittee



organises tutors to teach before and after school. Tutors currently teach guitar, keyboard, piano, flute, drums, violin, saxophone and cello.

The aim of the program is to ensure that as many students as possible are given the opportunity to learn a musical instrument. This year, students from Kindergarten to Year 6 participated in the music tutorial program.

The students have participated in a range of in-school and out-of-school performances such as: the senior citizens luncheon, school assemblies, end of year awards day, music awards night and the Our Schools' Spectacular at the Sydney Opera House.

The year culminated for instrumental groups in a school music awards night held in November to celebrate the efforts of the students, tutors, conductor, staff and school community.

The Mortlake Public School P&C instrumental music program successfully operates as a result of excellent cooperation between the school, students and parent body. A special thank you is extended to the organiser and conductor, Lydia Burjan, for her enthusiasm as well as other parents and community members who assist the music program on a weekly basis. The tutors provide excellent musical grounding for the students and the staff at the school support the students involved. The P&C music committee works hard to organise the program and provide exciting performance opportunities.

In addition, students at Mortlake Public School have been provided with other opportunities to showcase their creative talents. Highlights for 2011 included:

- participation in the weekly class music program;
- performances by our senior dance group and mini orchestra at Our Schools' Spectacular held at the Opera House;
- the school senior choir's performance at Our Schools' Spectacular held at the Opera House;

- performances by various classes at the Senior Citizens' Centre;
- involvement in the Musica Viva program which involved visits from the groups *Sound Baroque* and *Chambermaids*;
- participation in Digi ED; and
- an Education Week performance by all classes, the school choir, school band, school dance group and orchestra.

Student Welfare

In 2011, the school continued its strong focus on student welfare programs and policies to meet the needs of all students and strengthen attitudes and values related to equality, respect and responsibility. These included:

- the continuation of an SRC. SRC students actively participate in meetings and the organisation of fundraising events;
- the implementation of the school's anti-bullying policy and social skills programs K-6;
- student participation in Child Protection, Drug Education, Road Safety and Life Education;
- the awarding of class merit certificates at school assemblies;
- the awarding of Aussie of the Month to acknowledge outstanding citizenship and behaviour;
- the development of student leadership programs specific to all Year 5 students and a whole school buddy program;
- visits to the Senior Citizens' Centre;
- the celebration of Harmony Day;
- the organisation of charity events for Stewart House; and
- emergency evacuation procedures.

In addition in 2011, Mortlake's nominated school ambassador, Joshua Anderson, won the Strathfield Education Group Primary Regional Ambassador.



Student performance 2011

Academic

In the National Assessment Program Literacy and Numeracy (NAPLAN), 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)

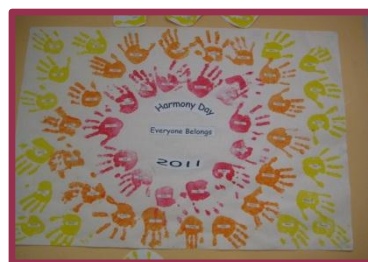
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

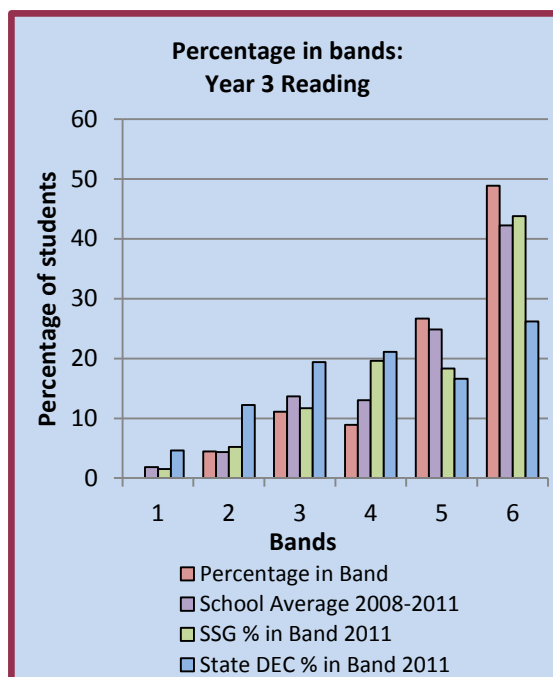
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).



Literacy – NAPLAN Year 3 2011

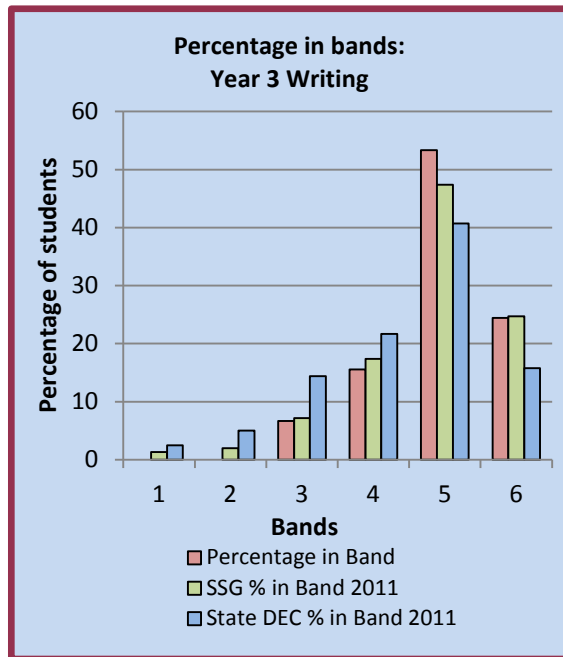
Reading

The school's 2011 reading results revealed that in Year 3, 76% performed in the top two bands compared to 47% across the state. No student performed in band 1.



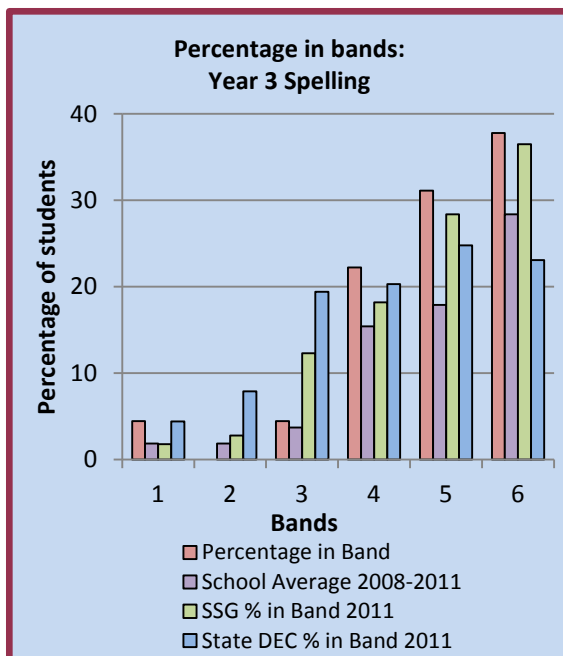
Writing

The school's 2011 writing results revealed that in Year 3, 77% performed in the top two bands compared to 61% across the state. No student performed in the last two bands.



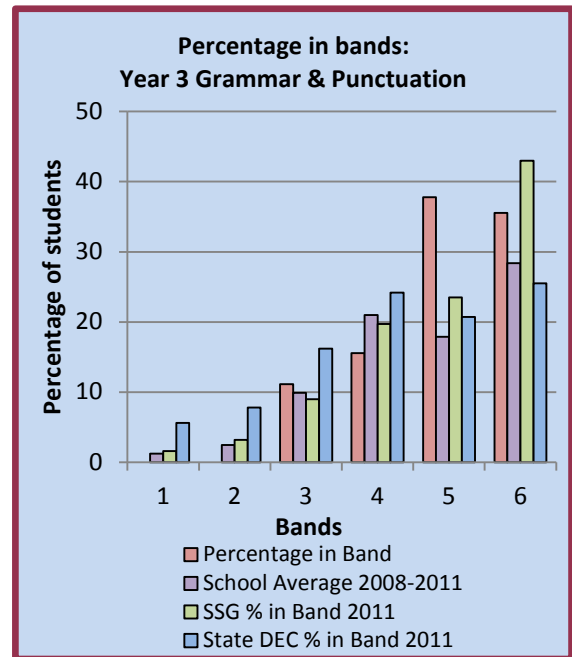
Spelling

The school's 2011 spelling results revealed that in Year 3, 69% performed in the top two bands compared to 51% across the state.



Grammar and Punctuation

The school's 2011 grammar and punctuation results revealed that in Year 3, 74% performed in the top two bands compared to 50% across the state. No student performed in the last two bands.



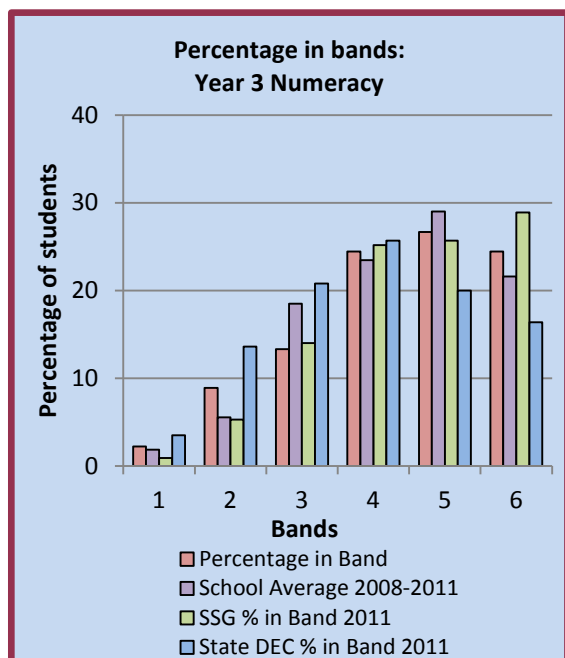
Numeracy – NAPLAN Year 3

Numeracy is divided into the areas of measurement, data, space and geometry, number, patterns and algebra and working mathematically. The school's results for 2011 in numeracy revealed that in Year 3, 51% of the students performed in the top two bands compared to 40% across the state.

The school's 2011 data, measurement, space and geometry results revealed that in Year 3, 49% performed in the top two bands compared to 38% across the state.

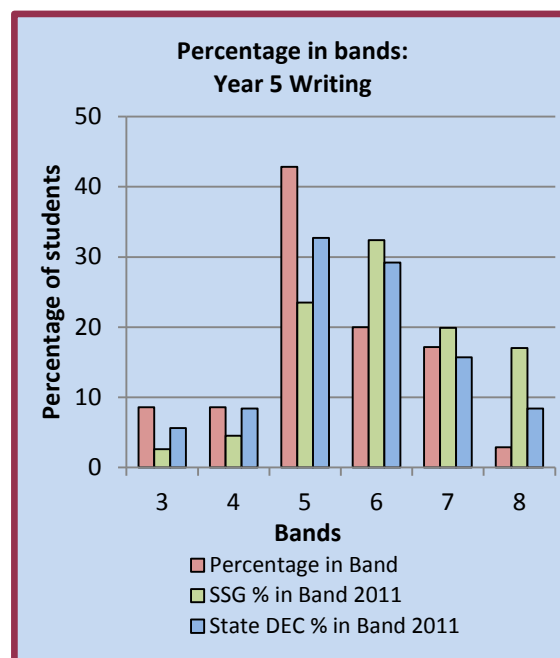
The school's 2011 number, patterns and algebra results revealed that in Year 3, 46% performed in the top two bands compared to 37% across the state.

The graph on the next page indicates the percentage of students in each skill band including the school average mark compared to the state over time (2008-2011).



Writing

The school's 2011 writing results revealed that in Year 5, 20% performed in the top two bands compared to 26% across the state.

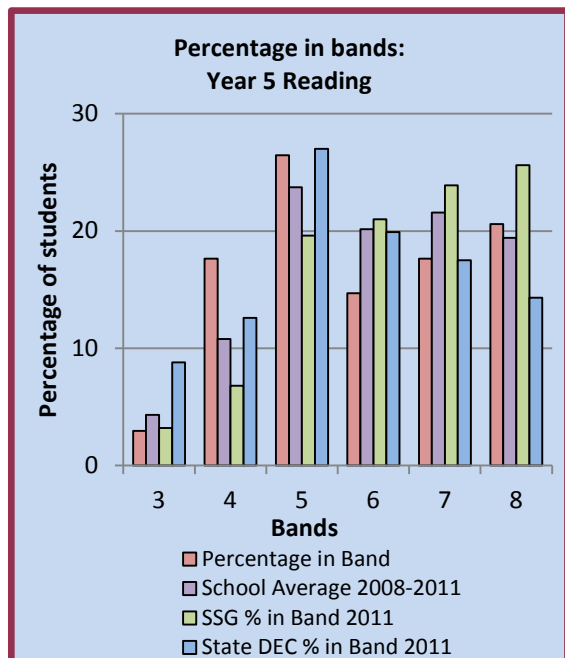


Literacy – NAPLAN Year 5

The results below are indicative of the reading, literacy, language, writing and grammar and punctuation components of the NAPLAN.

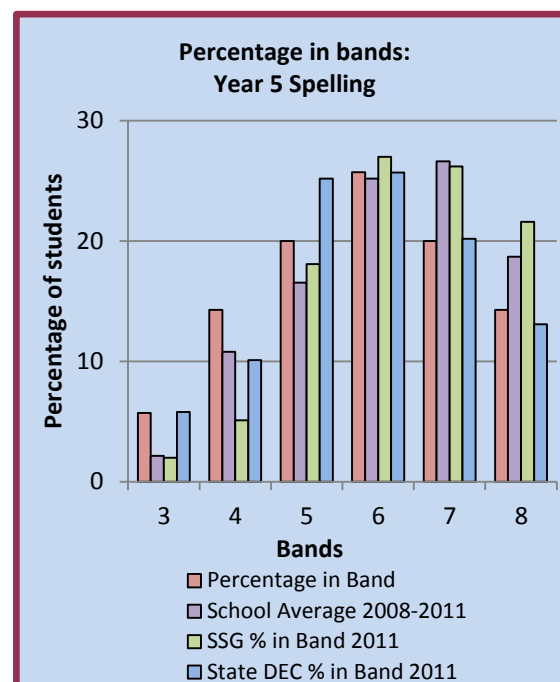
Reading

The school's 2011 reading results revealed that in Year 5, 39% performed in the top two bands compared to 35% across the state.



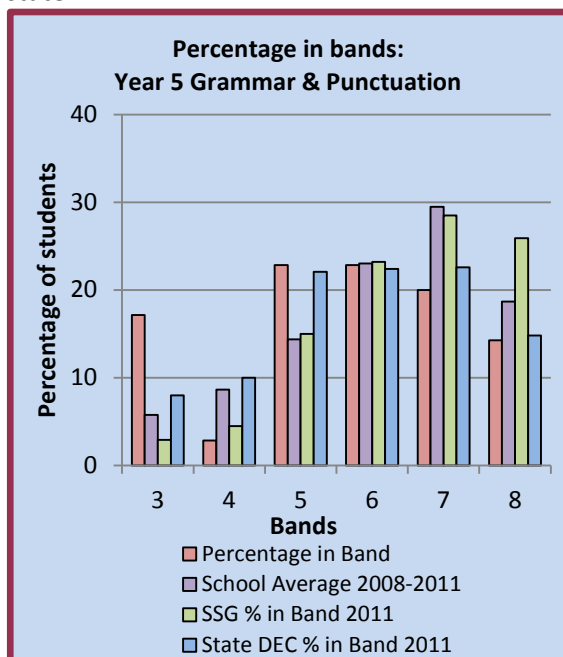
Spelling

The school's 2011 spelling results revealed that in Year 5, 34% performed in the top two bands compared to 36% across the state.



Grammar and Punctuation

The school's 2011 grammar and punctuation results revealed that in Year 5, 34% performed in the top two bands compared to 41% across the state.

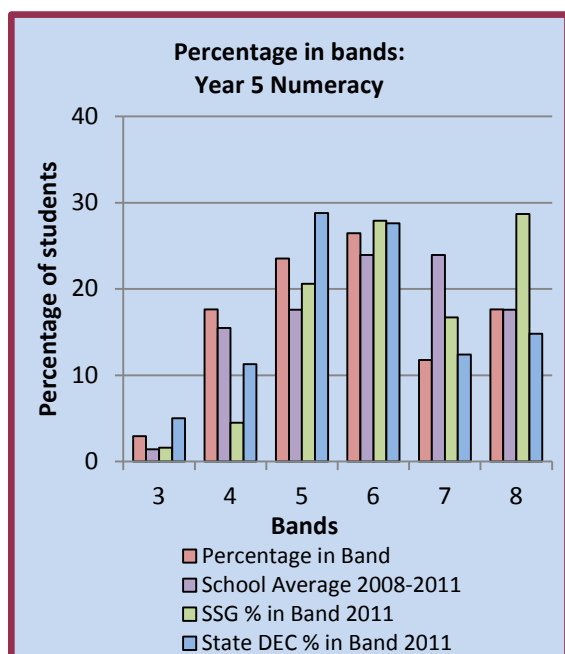


Numeracy – NAPLAN Year 5

In numeracy in Year 5, 30% of students performed in the top two bands compared to 29% across the state.

The school's 2011 data, measurement, space and geometry results revealed that in Year 5, 27% performed in the top two bands compared to 31% across the state.

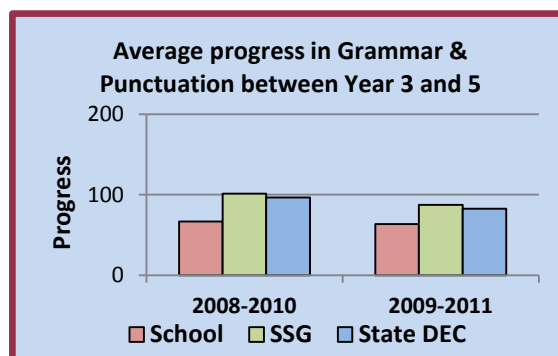
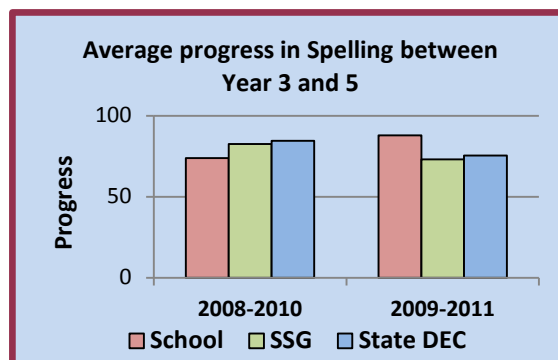
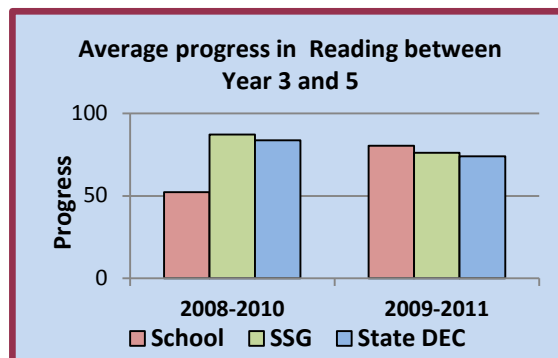
The school's 2011 number, patterns and algebra results revealed that in Year 5, 33% performed in the top two bands compared to 33% across the state.



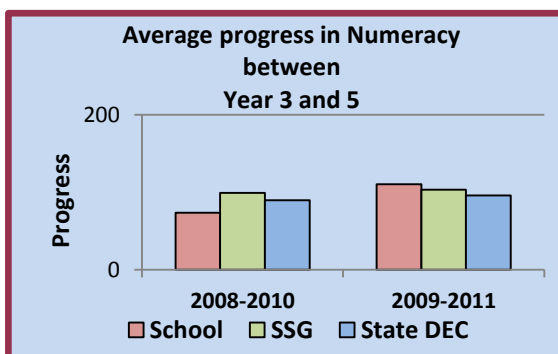
Progress in Literacy and Numeracy

Matched students are those students who were attending the same school when they completed NAPLAN in Year 3 and NAPLAN in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.

Note: State growth scores are for students in DEC schools only.



Note: Average progress for Writing 2009-2011 is **not** displayed due to the change in the Writing scale from Narrative to Persuasive.



* Average progress data is for matched students from within the school.

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 achieving at or above minimum standard (exempt students included)	
Reading	97.8
Writing	97.8
Spelling	93.5
Grammar & Punctuation	97.8
Numeracy	95.7

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	91.7
Writing	86.5
Spelling	89.2
Grammar & Punctuation	78.4
Numeracy	91.7

Progress on 2011 targets

Mortlake Public School has a management plan which is developed to determine how best to cater for each student.

Each year, the staff agree on some improvement targets for the plan which we work through.

This section of the report describes the progress made towards achieving improvement targets set for 2011. The targets for 2011 covered improvements in literacy, numeracy and assessment and reporting.

Target 1: To improve student learning outcomes in literacy.

Our achievements include:

- 74% of Year 3 students performed in the top two bands overall in literacy compared to 52.25% across the state. 96.73% of Year 3 students performed at or above the minimum standards overall in literacy;

- 34.5% of Year 5 students performed in the top two bands overall in literacy compared to 34.5% across the state. 86.45% of Year 5 students performed at or above the minimum standards overall in literacy;
- implementing well-developed professional learning programs for all staff, particularly early career teachers, which focused on the quality teaching of literacy, grammar and the organisation of class literacy sessions;
- implementing the public speaking program which offers all students the opportunity to participate at various levels;
- continuing the STLA program to incorporate early intervention measures;
- implementing explicit reading programs based on NAPLAN results and data collected from reading and writing evaluations;
- using consistent teacher assessment practices to monitor and report student progress; and
- purchasing appropriate readers and other literacy resources to facilitate English programs.

Target 2: To improve student learning outcomes in numeracy.

Our achievements include:

- 48.6% of Year 3 students performed in the top two bands overall in numeracy compared to 38.3% across the state. 95.7% of Year 3 students performed at or above the minimum standards;
- 30% of Year 5 students performed in the top two bands overall in numeracy compared to 31% across the state. 91.7% of Year 5 students performed at or above the minimum standards;
- professional learning opportunities for all staff in quality teaching in mathematics;
- using Easy School Report software to assist with planning and assessment processes; and
- purchasing appropriate mathematics resources for use in class programs.



Target 3: To continue to develop positive student welfare processes that focus on improving student behaviour and learning outcomes.

Our achievements include:

- the implementation of the student welfare policy;
- increased opportunities to reward students via the revised merit award system; and
- increased participation in active lifestyle via access to programs that develop fundamental movement skills and encourage an active lifestyle eg. gymnastics, PSSA and giving students access to sport equipment at lunch time.

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 2011 our school carried out evaluations of school management and mathematics.

Educational and management practice School Management

Background

The school community was given a survey. This gave students, staff and parents the opportunity to evaluate school management using the Department Of Education and Training's evaluation instrument, School Map. We wanted to find out what students thought about their school and their feelings of involvement in order to improve their learning outcomes and experiences.

Findings and conclusions

Most staff responded that the school undertakes planned and ongoing evaluation of policies, programs and practices. The majority of staff indicated that the school continually makes changes to improve what it does. Teacher responses demonstrated that school organisation and the curriculum are determined by the interests, needs, abilities and systemic requirements of the students in their class.

Survey responses from students indicated that most students feel that the school cares about them and that their educational needs are met by the school. The majority of students also responded that discipline at school is fair.

Most parents thought that the school is continually looking at ways to improve student performance. The majority of parents believed that the monitoring and evaluation of the school's plans, policies, programs and practices are planned and ongoing.

Future directions

The school will continue to work on ways to:

- upgrade teacher skills through professional development;
- monitor and review current programs and policies and make changes where necessary;
- provide students with a range of resources to assist their learning;
- inform parents about student learning and how this learning can be supported; and
- communicate student outcomes clearly and efficiently to students and parents.

Curriculum

Mathematics

Mathematics is one of the six key learning areas. Mathematics includes the areas of number, patterns and algebra, data, space and geometry, and measurement.

Background

Mortlake Public School conducted an evaluation of mathematics to enable a review of the effectiveness of teaching in this key learning area. All teachers, as well as a cross section of parents and students from Kindergarten to year 6, were surveyed.

Findings and conclusions

The majority of teachers indicated that:

- they adhered to NSW curriculum documentation and school policy in their teaching practice of mathematics;
- they used a variety of assessment and tracking strategies to monitor student progress;
- the level of their students' mathematical understanding has increased throughout the year;
- they use a variety of strategies to teach mathematics including explicit whole class instruction, heterogeneous, homogenous grouping, concrete materials, games and computer technology; and

- the Quality Teaching Framework was confidently applied to their teaching practice and is evident in their teaching and learning program for mathematics.

Students were surveyed to determine their level of engagement, understanding and enjoyment when participating in mathematics lessons.

Student results are presented below.

- on the whole students indicated that mathematics is important to them and most students felt that they were good at mathematics;
- the majority of students noted that they enjoy doing mathematics homework. However many students indicated that they often need help to complete homework;
- students reported that they enjoy working in a range of activities, including independent, small group and whole class;
- most students indicated that concrete materials help them to understand mathematical concepts;
- the majority of students enjoy playing mathematical games and working with technology to further their mathematical understanding; and
- most students report that their teacher communicates with them on how they are progressing in mathematics.

Most parents responded that their child enjoys mathematics. The majority of parents indicated that:

- it is noticeable that their child is developing their skills in mathematics;
- students have regular mathematics homework;
- they were confident in assisting their child with mathematics at home;
- they find the report on their child's progress easy to understand; and
- they would like to learn more about how mathematics is taught at the school.



Future directions

During 2012, Mortlake Public School will:

- continue providing professional development opportunities for teachers to further develop their teaching skills in mathematics;
- provide opportunities for teachers to share ideas and develop teaching resources in all areas of mathematics;
- collaboratively develop lessons that embed elements of quality teaching to further the students understanding of mathematical concepts;
- continue the whole-school designated mathematics session;
- regularly update resources to foster student development and promote engagement in mathematics;
- provide information to parents about how mathematics is taught at school and how students' learning can be supported;
- communicate student outcomes clearly and efficiently to students and parents through ongoing feedback; and
- continue to advise parents that they may make an appointment, at any time throughout the year, to discuss their child's progress.

Parent, student and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents

The majority of parents indicated that their child likes attending school and rarely feels anxious about school life. Most parents feel that the teachers take an interest in their child's learning and success. On the whole, parents believe that teachers have a positive approach to teaching and make learning interesting and engaging for their children. Many parents implied that they feel comfortable in contacting teachers to discuss their child's learning. However, some parents believe the lines of communication between themselves and the school could be improved.

Students

Largely students indicated that they enjoy attending school and feel their teachers provide engaging and interesting lessons. The majority of students feel that their teachers create a

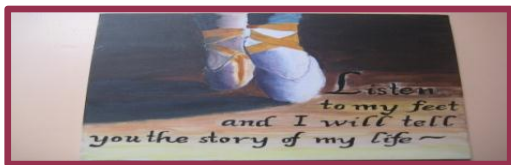
supportive learning environment where they can work positively with their peers. Nearly every student takes pride in being a student at Mortlake Public School.

Teachers

Teachers feel they provide a positive learning environment that caters to the needs of their students. They believe that their students are happy to attend school and are succeeding to the best of their abilities. Teachers feel they encourage open communication with parents regarding their child's learning progress.

Suggestions for Improvement

- Provide teachers with training in quality teaching to further enhance student outcomes.
- Continue to provide information to parents about the school through the school website.



Professional learning

All staff participated in a range of courses at the school level during staff meetings, staff development days and outside school courses. These courses were delivered by outside facilitators as well as teachers from Mortlake Public School.

A total of \$16 913.87 was spent on professional learning. This amounted to \$821.54 per teaching staff member.

The professional learning priorities for 2011 were in the areas of literacy, numeracy, quality teaching and technology.

Throughout 2011, courses staff attended included:

- Student Welfare: emergency first aid; autism and OH&S.
- Assessment and Reporting: Best Start.
- Numeracy: Quality teaching in numeracy.
- Literacy: Quality teaching in literacy, Grammar in teaching.
- PDHPE: Road Safety.
- Creative Arts: Musica Viva.
- Career Development: new scheme teacher conference, Assistant Principal's Conferences, Principal's Conferences.

ESL and STLA staff attended one professional learning session per term.

Mortlake has five new scheme teachers working towards accreditation and two new scheme teachers who are maintaining accreditation at Professional Competence.

School development 2012 – 2014

Targets for 2012

Target 1

To increase levels of literacy achievement for every student.

In Year 3 Literacy

To increase the percentage of year 3 student outcomes performing in the top two bands in NAPLAN literacy from 74% to 77%.

To reduce the number of year 3 students performing at or below the minimum standard band from 5% to 4%.

In Year 5 Literacy

To increase the percentage of year 5 student outcomes performing in the top two bands in NAPLAN literacy from 34.5% to 37.5%.

To reduce the number of year 5 students performing at/below the minimum standard band from 13% to 12%.

Strategies to achieve this target include:

- providing professional development opportunities for all staff, particularly early career teachers on teaching text types, grammar, spelling and reading;
- implementing explicit spelling, grammar, reading and writing programs based on school data and NAPLAN results and the quality teaching framework to build upon strategies to improve student performance in all aspects of comprehension, spelling and in the structure of written texts;
- learning support team focus on teaching plans to support identified students; and
- expanding the use of the Best Start entry to school assessment process to Years 1 and 2 and using the data to improve literacy achievement of students in early years.

Our success will be measured by:

- at least 77% of students progress a minimum of one skill band in literacy between Year 3 and 5;

- improved literacy outcomes for all students;
- improved outcomes in writing with an emphasis on spelling and grammar and punctuation; and
- quality teaching framework used strategically to improve student outcomes.

Target 2

To increase levels of numeracy achievement for every student.

In Year 3 Numeracy

To increase the percentage of year 3 student outcomes performing in the top two bands in NAPLAN numeracy from 48.6% to 51.6%.

To reduce the number of year 3 students performing at or below the minimum standard band from 4% to 3%.

In Year 5 Numeracy

To increase the percentage of year 5 student outcomes performing in the top two bands in NAPLAN numeracy from 31% to 34%.

To reduce the number of year 5 students performing at/below the minimum standard band from 8% to 7%.

Strategies to achieve this target include:

- analysing the 2011 NAPLAN results and school data to inform planning and professional learning;
- providing professional learning opportunities; and
- organising uniform assessment K-6 to track students.

Our success will be measured by:

- improved numeracy outcomes for all students;
- at least 80% of students progress a minimum of one skill band in numeracy between Year 3 and Year 5; and
- consistent monitoring and assessment of student achievements K-6.

Target 3

To develop a clear alignment between the implementation of curriculum, professional learning and student learning needs.

Strategies to achieve this target include:

- professional learning workshops for all staff that will increase teachers' capacity to identify and address students' learning needs; and
- Review current systems for the collection and analysis of student performance information and refine the systems to ensure they are manageable.

Our success will be measured by:

- increase in the use of evidence based strategies to support student needs; and
- students tracked along the literacy and numeracy continuum.

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.

Members of the school self-evaluation committee included:

Jacqui Attard- Principal

Anne Claro- Assistant Principal

Catherine Young- Assistant Principal

Joseph Bruscino- Relieving Assistant Principal

Olivia Karikios- Relieving Assistant Principal

Natalie Miles- Relieving Assistant Principal

Geoff Watson- Classroom Teacher

Kaye Callander- Parent

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>