**Messages**

**Principal’s message**

Macquarie Fields Primary School is committed to providing quality public education within a strong community environment. We believe that quality education is a result of quality teaching. We are committed to ongoing professional learning for all staff members. We are proud of the history of student involvement in all areas of school life- academic, sporting and cultural.

Through the Building Education Revolution 2010 has been a year of change as four new classrooms and a special purpose room have been built and seven classrooms refurbished. The strong support for our P&C fundraising activities, has meant learning has been further enhanced through the provision of interactive whiteboards in most classrooms. Parent participation and involvement are highly valued and promoted in our school as we truly believe that the education of our children to instil lifelong values is a shared task.

School level evaluation and reflection on programs and practices form the essence of a commitment to continual improvement at Macquarie Fields PS. The 2010 report details this evaluation, identifies directions for the future, recognises our achievements and provides an overall profile of the school learning community.

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.

*Kerrie Hayman*

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**P&C message**

The P&C continues to work extremely hard each year to raise funds for equipment and services that the school otherwise would not be able to afford. This year we have been able to donate $60,000 which has provided the following for the school: interactive whiteboards, air conditioners for the four new classrooms, merit certificates, sound and stage hire for Presentation Day and the hire of buses which enabled our students to participate in the Athletics Carnival at the Campbelltown Athletic Track.

All of our hard work is thanks to a small group of volunteer parents and grandparents who continue to help whenever they can, as well as the support we get from our whole school community.

*Sue Roberts*

**Student representatives’ message**

This year the captains displayed leadership, kindness and support. We represented the school at the Youth Conference held at James Meehan HS. Our Public Education Ambassador participated in a series of leadership workshops at the University of Western Sydney, followed by a special dinner and presentation for all ambassadors.

There have been many positive changes this year. There has been a reduction of students on behaviour levels which and we now have interactive whiteboards in most of our classrooms.

We had some success in debating. One of our teams made it to the Regional Finals, but their journey ended there.

Many of our students made us proud by gaining representative selection in a range of sports; 7 students going to State Athletics and one to Nationals.

Each stage in the school had opportunities to go on excursions and everyone loved them. We have all had a wonderful year.
Our school at a glance

Staff
In 2010, our school experienced a series of staff changes, with two of our Assistant Principals transferring to other schools and two temporary teachers receiving permanent teaching appointments in other schools.

One teacher from our school was promoted to the position of Assistant Principal in Term 2 and we welcomed back one teacher, who returned to a part-time position after taking maternity leave.

Our Deputy Principal took maternity leave during 2010 and will commence 2011 as Deputy Principal in a school closer to her home. This vacancy was filled by a Deputy Principal, who was been transferred from a nearby school.

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

Indigenous Composition
We have one indigenous part time teacher who is currently on leave without pay and teaches one day per week.

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Staff establishment

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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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</tr>
<tr>
<td>Total</td>
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Significant programs and initiatives

Student Welfare

Discipline and Award System
The Levels System introduced in 2009 was further developed in 2010, with a database being established, where student behaviour was tracked and monitored on a daily basis. Detention statistics that were recorded daily for Terms 2, 3 and 4 revealed a decline in the number of students being placed on levels. Furthermore, there was an average of 6 students on detention per day as opposed to the previous average of approximately 12 per day.

This tracking system enabled staff to identify students who received Personal Best, Bronze, Silver and Gold Awards. By the end of the year 300 students received gold awards and 12 students received their Gold Medallion. The Gold Award recipients were rewarded with a disco and pizza party.

The Learning Support Team (LST)
The LST was extremely active and celebrated numerous successes in 2010. The LST is comprised of the Deputy Principal, School Counsellor, English as a Second Language (ESL) member and Support Teacher Learning Assistance (STLA). One of the initiatives of this team was to introduce electronic copies of the minutes from weekly meetings, so that all staff could access them on the school’s server. This documented a clear understanding of processes in place and planned interventions.

Access Request applications were for the first time on-line this year and through perseverance and input from staff and parents, we were able
to ensure that all of our students’ needs were being met. Significant examples include: funding support for many of our special needs students; placement of some students in special needs classes beyond the school setting and regional support through Outreach Reading and itinerant support for behaviour concerns.

Three Literacy Support classes and two enrichment classes ensured that specific student needs were being addressed. Eighteen of our Year 1 students who received intensive support successfully completed the Reading Recovery Program.

Technology

Throughout 2010 Macquarie Fields Public School focused strongly on all students meeting the requirements of the school’s Technology Scope and Sequence and for all students to be fully engaged in classroom lessons via the use of interactive whiteboards.

Our staff participated in Professional Learning within and beyond the school setting, including Microsoft OneNote for Teachers’ Programs and Smart note software. This has resulted in the enhanced use of Interactive Whiteboards and time being allocated for trained teachers to mentor both beginning and experienced teachers in the successful implementation of this learning tool.

At the beginning of 2010, Macquarie Fields PS had 9 Interactive Whiteboards in classrooms and we aim to equip each of the 25 classrooms with Interactive Whiteboards by early 2011. This goal will be realised with the assistance of the BER (Building the Education Revolution) Program and our phenomenal P & C (Parents and Citizens Association) fundraising and support.

All classrooms have 2 to 3 desktop computers for students to use during class time, and due to extra funding towards the end of 2010, we were able to successfully update all 15 computers in our computer lab.

Successful programs in Technology which occurred in classrooms throughout the year included Virtual Excursions via our connected classroom with Macquarie Fields High School and participation in the Centre for Learning Innovation’s “Murder under the Microscope” Shockwave on the Shoreline which will continue next year.

Best Start and Lighthouse Project

This year was the first year Macquarie Fields was involved in the Best Start program which provided professional learning for Kindergarten and Stage 1 teachers. It enabled teachers to become familiar with the K-2 Literacy continuum utilising it for ongoing assessment and programming.

Staff worked with the Best Start consultant to review and implement new guided writing and reading strategies in order to improve classroom practices in these areas.

Macquarie Fields was selected to work within the Lighthouse schools program in Term 3. Our lighthouse school was Holsworthy Public School with whom we collaborated with experienced teachers focussing on the explicit teaching of the content in the K-2 literacy continuum. Our teachers were provided with opportunities to visit classes to observe the explicit teaching models. They then participated in 2 professional learning days with 8 other schools to write explicit teaching/learning plans and programs for all markers on the continuum.

This program will be implemented in 2011 to ensure our children progress along the continuum.

Public Speaking and Debating

Our school successfully reintroduced public speaking in Stages 2 and 3 in 2010. We had two teams of five students in Stage 3 who participated in the Premier’s Debating Challenge. Our B Team won the zone round but we were unsuccessful at the inter-zone final. Those ten students then mentored Stage 2 students to initiate debating. We engaged in a video-conference with Macquarie Fields HS to support our burgeoning debating program.

Four of our students represented our school at the Multi-cultural Competition, with one student being highly commended.
Professional Learning

The focus for professional learning in 2010 was to enhance teacher understanding and expertise in authentic individual student assessment using a variety of assessment tools. Twelve of our Early Stage One and Stage One teachers were trained in best practices using the Best Start Assessment and Lighthouse schools program.

All staff K-6 assessed their students individually in literacy and numeracy using assessment tools including SENA 1 and 2, Educheck Phonemic Awareness, the Johnson’s vocabulary tests and reading running records. All results were recorded on individual student tracking sheets which were developed in 2010 and will be updated annually and made available to each child’s class teacher from year to year.

Our five early career teachers were provided with intensive professional learning both on site each fortnight in the New Scheme Teachers’ Program and also off site at a number of courses relating to behaviour management and best classroom practice.

Our school participated in the inaugural Ingleburn Schools Working Together (ISWT) professional learning which provided opportunities for our staff to take part in workshops in a range of curriculum areas including Photoshop Elements Animation, Accelerated Literacy and Grammar. We also hosted other schools in workshops around Spelling Mastery, Microsoft One Note and the systematic teaching of phonics.

Students

There were 581 students enrolled at Macquarie Fields Public School at the beginning of 2010. The student population has slowly increased in the past 12 months to finish the year with 615. 2011 will begin with 636 students.

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.

Management of non-attendance

The Home School Liaison Officer (HSLO) monitored school attendance closely with our attendance averaging approximately 94% which was above both the Regional and State attendance average. Unexplained and frequent student absences were followed up by the executive, teachers and the HSLO through letters being sent home and meetings as required.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 18 March 2010.

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<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>7</td>
<td>18</td>
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<tr>
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<tr>
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<tr>
<td>K MITTENS</td>
<td>K</td>
<td>19</td>
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</table>
Structure of classes

We began 2010 with 23 classes, however we formed another class in Term One due to new enrolments. There were twenty four classes at Macquarie Fields Public School in 2010. Of these, sixteen were single grade classes and eight were composite classes, seven comprising of two grades and one comprising of three grades.

To meet the needs of all students Macquarie Fields Public School offered three literacy classes. These classes operated in Years 1, 2, 3 and 4 and supported students with high literacy needs. Two enrichment classes in Stages 2 and 3, catered for the needs of students working well above grade expectations.

Student attendance profile

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<td></td>
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Student enrolment profile

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<td>4</td>
<td>288</td>
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Despite the decline in enrolment in the previous four years, student numbers have increased slightly since 2009 when we formed twenty four classes. We expect to form twenty five classes in 2011.
School performance 2010

Achievements

Awards System

During 2010 a new award system was introduced where students were able to achieve a variety of awards based on personal achievement, application and representation of their school. Students worked towards achieving Personal Best Awards over each 5 week period, Bronze and Silver Awards over a 10 week period and a Gold Award if they consistently met the criteria throughout the school year.

In addition, students who are awarded 3 Gold Awards during their schooling will be presented with a Macquarie Fields Medallion.

During 2010 we have awarded 300 Gold Awards to students across K-6. We congratulate these students and look forward to once again presenting these awards in 2011.

Academic Achievement

Students from our school entered all six of the 2010 International Competitions and Assessments (ICAS). The competitions involved assessments in Science, Writing, Maths, Spelling, English and computer skills. The results achieved were very pleasing with four Distinctions in science, seven in writing, one High Distinction and six Distinctions in mathematics, two High Distinctions and six Distinctions in spelling, four Distinctions in English and seven in computer skills.

Nineteen Year Four students applied for a position in an OC class for 2011. Of those nineteen, six were successful in gaining a place while another five have been placed on the reserve list.

Thirteen students were successful in gaining entry in to Selective High Schools with another 5 on the reserve list.

Arts

During Education week many classes demonstrated their learning in creative arts in a performance for parents involving singing, dancing and drama. In 2010 we have seen the continuation of the school choir, steel band and recorder group. An initiative this year has been the development of Just Dance a 3-6 dance group, K-2 Dance group and a Pacific Islander dance group.

In Term 4 the Music Bus provided opportunities for students to receive lessons in keyboard, drums and singing. Dance to be Fit was implemented with Stage 2 students in order to teach dance skills.

Stage 1 classes participated in creative arts workshops each week, with classes rotating through a series of different teaching and learning activities including pottery, drama and drawing.

We were fortunate enough to have Peter Combe perform for our K-4 students this year with teachers utilising his music in follow up programs.

Steel Band 2010 – ‘Fields of Pan’

The Macquarie Fields Public School Steel Band, ‘Fields of Pan’, has had a busy and exciting year. In 2010, it had twenty nine members and two supervising teachers. Many of the members were new to the band this year and the band comprised of members from Kindergarten through to Year 5.

The first performance in which the Steel Band took part was held at Macquarie Fields High School. The Steel Band performed in the high school’s ‘Partnership Celebration’ held on 31st March 2010. This was the first time that many of the new band members were able to perform in front of an audience. The band also performed for the Education Week performance in school during Term 2.

Each year, the Steel Band competes in the School Steel Band competition, ‘Panorama’, and this year it was held on Saturday 23rd October at Bangor Public School. Unfortunately the band did not receive a place in the competition, but they did receive the award for ‘Best Calypso Band’. Furthermore, some of the band members also received awards.

All of the members of the Steel Band have worked very hard this year and have performed extremely well.
Our students performing at Panorama 2010

Sport

During 2010, there have been many opportunities for students to be involved in sporting activities at Macquarie Fields Public School. One of our initiatives was the opportunity for students to receive professional tennis coaching as a sporting option on Friday afternoons.

For the first time in many years the school had a Year 3-6 swimming carnival where all students were given the opportunity to participate. We had thirty-eight students qualify to represent the school at the Zone Carnival, an increase of seventeen from the previous year. One student represented the Zone at the Area Carnival.

The Cross Country Carnival was held again at Monarch Oval. The track design was changed in order to be in line with the Zone Cross Country track. The school entered six students in each age group for the Zone Cross Country Carnival. Macquarie Fields Public School was placed 2nd at the carnival. From that contingent, 5 students qualified to represent the Zone at the Area Carnival. Two students then went on to represent the Area at the State Carnival.

The Athletics Carnival was held at Campbelltown Athletics Stadium. This venue enabled students to participate in all events using professional grade equipment. Thirteen students qualified for the Zone Athletics Carnival and 7 students participated in the Area Athletics Carnival. The senior boys relay team and three individual students represented the Area at the State Athletics Carnival. One student went on to represent the State at Nationals in three events, where he secured the following placings: 1st Long Jump relay; 2nd 100m Relay/200 metres; 3rd 100m; 8th Long Jump Relay. We were very proud of these outstanding achievements.

K-2 students were able to participate in a modified version of the carnival while remaining at school.

In the Zone Gala Day competitions, teams were entered in cricket, Oztag, basketball, softball, hockey, rugby league, soccer, Newcombe ball and netball. The junior and senior Newcombe ball team and the junior rugby league team were the overall premiers for the year. Students were selected to be part of other Zone sport teams including soccer and cricket.

Macquarie Fields Public School participated in the Premier’s Sporting Challenge, encouraging students to become more active both at school and beyond. Funding provided to the school through this scheme was used to purchase some new playground sporting equipment which has led to more active, happy lunch times.

Students at the school demonstrated sportsmanship and skill throughout the year and were a credit to themselves, their parents and Macquarie Fields Public School.

Camps and Excursions

Early Stage One

Early Stage One students visited Belgenny Farm to consolidate their classroom learning about farms, animals, and the products they produce. The excursion offered them the opportunity to have up close encounters with animals previously only seen in books. Students in Early Stage One also participated in a neighbourhood walk as part of their unit on Our Community. This experience enabled us to look at and talk about things such as street signs, house numbers and shops.
Students from Years 2-6 were enthralled when learning about the convict era at the Colonial Show held at school in November

Stage One
Stage One went back in time to look at how transport has changed when they travelled to the Thirlmere Railway Station. Students were able to imagine what trains were like during their grandparents and great grandparents’ eras and they were even treated to a ride on the old rattler.

During Term 2, students were entertained by music performed by Peter Combe. This gave students an opportunity to sing along and participate in actions. We saw many Stage 1 students singing and dancing to his music for weeks afterwards.

In Term 3, students studied Dr Seuss books as part of their modelled reading program. This culminated in a fun day of dressing up, entertainment and activities.

To conclude the year, Year 2 participated in the Colonial Show, giving them an opportunity to see what life was like when European people first settled in Australian. This will help them with their learning in Stage 2.

Finally, as a stage, we enjoyed a performance, to celebrate another wonderful year.

Stage Two
In May, students from the enrichment class, 3/4 Turin, together with 5/6 Slalom, travelled to the Sydney Town Hall to see the Da Vinci Secrets exhibition. The exhibition, which has been on display around the world, was very interesting and a worthwhile opportunity to learn more about the Renaissance genius, Leonardo da Vinci.

In November, Stage 2 students had the opportunity to visit a rainforest when they visited Minnamurra Falls Rainforest in the Budderoo National Park south of Wollongong. The visit enabled students to experience a rainforest first-hand as part of their studies on State and National Parks.

Stage Three
During Term 3, Stage 3 students participated in a three day camp to The Great Aussie Bush Camp located at Tea Gardens. The camp gave students the opportunity to participate in team-building activities such as bush craft, orienteering and a games night. The students also challenged themselves by taking part in the staple climb, high ropes, dual flying fox and the giant swing. Short visits to nearby rainforests and beach areas were the highlights of the camp, with the students climbing dunes and playing Frisbee with the camp guides.

The weather was perfect with warm, sunny days but the nights were very cold. The camp ground was patrolled by night staff and the teachers’ bungalow was located across the path from the students’ dormitories. The night staff reported that the students were all perfectly behaved. The food provided was of a high quality and catered for the dietary needs of the students.
The students’ behaviour whilst at camp was exceptional. They were a credit to themselves, their families and our school.

During the year, our students also had a fascinating day of learning at Bathurst Gold Fields to complement their studies on the Gold Rush and early Australian history.

Linkages
In Term 4 the students of Year 6 visited Macquarie Fields High School, as part of their annual linkages program. The program enables students to attend classes taught by high school teachers. The two subjects studied were science and languages (Japanese). The students were very well behaved and engaged in the lessons with enthusiasm and maturity.

The high school teachers praised the students for their efforts in class and conduct during lunch when they were in the playground with high school students nearby. Upon returning to school, many students remarked that they were now less nervous about the prospect of going to high school and were now quite excited about their upcoming transition to high school.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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)

NAPLAN – Literacy
Year 3 NAPLAN Spelling

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<th>School</th>
<th>SSG</th>
<th>State DET</th>
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<td>401.6</td>
<td>408.3</td>
</tr>
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<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<td>Band</td>
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<tr>
<td>Number in band</td>
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<tr>
<td>Percentage in band</td>
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<tr>
<td>School average 2008 - 2010</td>
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<tr>
<td>SSG average 2010</td>
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<tr>
<td>State DET average 2010</td>
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</tbody>
</table>

Year 3 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>392.8</td>
<td>408.6</td>
<td>416.3</td>
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<tr>
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<td>Band</td>
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<td>SSG average 2010</td>
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<td>State DET average 2010</td>
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Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>384.2</td>
<td>400.4</td>
<td>414.3</td>
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<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tr>
<td>Band</td>
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<tr>
<td>School average 2008 - 2010</td>
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<tr>
<td>SSG average 2010</td>
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<tr>
<td>State DET average 2010</td>
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</table>

Year 3 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
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<tbody>
<tr>
<td></td>
<td>416.1</td>
<td>420.7</td>
<td>422.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tr>
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<tr>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td>SSG average 2010</td>
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<tr>
<td>State DET average 2010</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

Progress in Literacy

Although our average growth in spelling was not as high as previous years, we continued to demonstrate high ability levels. We have also demonstrated a strong growth in grammar and punctuation. This is still an area that we will incorporate into plans for 2010.

Average growth in writing was higher than in previous years, and it was still above that of the State DET group and similar to the like schools group.

Year 5 NAPLAN Spelling

Year 5 NAPLAN Grammar and Punctuation

Year 5 NAPLAN Reading

Year 5 NAPLAN Writing
Numeracy – NAPLAN Year 5

Progress in numeracy

Average growth in numeracy was higher than the previous year, above both that of the state and like school groups.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2008 - 2010</td>
<td>6.0</td>
<td>20.5</td>
<td>29.9</td>
<td>19.8</td>
<td>13.1</td>
<td>10.8</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>5.2</td>
<td>14.1</td>
<td>34.5</td>
<td>26.2</td>
<td>14.4</td>
<td>5.7</td>
</tr>
<tr>
<td>State DET average 2010</td>
<td>5.3</td>
<td>13.5</td>
<td>28.2</td>
<td>23.4</td>
<td>16.8</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School average 2008 - 2010</td>
<td>6.2</td>
<td>19.8</td>
<td>27.2</td>
<td>19.8</td>
<td>12.4</td>
<td>14.8</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>5.2</td>
<td>14.1</td>
<td>34.5</td>
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<td>23.4</td>
<td>16.8</td>
<td>12.9</td>
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</tbody>
</table>

We strive for student engagement at all times.
Aboriginal education
In 2010 there were 24 students enrolled at Macquarie Fields Public School with Aboriginal or Torres Strait Island background.

Aboriginal Perspectives were integrated across all curriculum areas in an endeavour to promote recognition and understanding of Aboriginal Australia.

Norta Norta funding was used to assess all Aboriginal students in the areas of Literacy and Numeracy. Individual learning programs were then developed and implemented for each student.

In 2010 Macquarie Fields Public School continued to open each weekly whole school assembly and other celebrations with an Acknowledgement of Country.

Multicultural education
In 2010 Macquarie Fields Public School included a student group of forty three different languages. English as a Second Language staff (ESL) provided support both within class and in small group learning. In March we celebrated Harmony Day to show our respect for the different cultural backgrounds of our students. We gave the students this opportunity by inviting them to wear traditional costumes from their own or their parents’ country of origin. By doing this, we celebrated the diversity of our students’ backgrounds, and it gave us the opportunity to share with others the importance of diversity in the workplace, school and community. Students also had the opportunity to wear orange mufti on this day. This colour represents Harmony Day and includes everybody reflecting the Harmony Day slogan ‘Everyone belongs’.

By displaying flags and having a parade, the diversity in our school was highlighted. Several dance groups including Indian, Samoan and Aboriginal dance demonstrated our cultural diversity.

Harmony Day was organised as a ‘world tour’, with each class representing a different country. Students were provided with an invented passport which they took to the different ‘countries’ that were represented by each class. Teaching/learning activities included games and craft related to the country represented. The DIAC supported our school by providing free promotional products including posters, stickers, tattoos and badges, which were distributed to the students for their participation. Teachers and parents were invited to sample a variety of food provided by our parents from different cultural backgrounds.

Respect and responsibility
The NSW Department of Education and Training has identified eight core values. These values are embedded into our four school rules:

<table>
<thead>
<tr>
<th>RULES</th>
<th>VALUES</th>
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<tbody>
<tr>
<td>Be Kind</td>
<td>-Care</td>
</tr>
<tr>
<td></td>
<td>-Fairness</td>
</tr>
<tr>
<td>Be Safe</td>
<td>-Responsibility</td>
</tr>
<tr>
<td>Cooperate</td>
<td>-Cooperation</td>
</tr>
<tr>
<td></td>
<td>-Democracy</td>
</tr>
<tr>
<td></td>
<td>-Participation</td>
</tr>
<tr>
<td>Show Respect</td>
<td>-Respect</td>
</tr>
<tr>
<td></td>
<td>-Integrity</td>
</tr>
<tr>
<td></td>
<td>-Excellence</td>
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Transition to School
In Term 3 2010 a parent information evening was held to discuss readiness for school. In 2009 we had 38 parents attend and in 2010 we had in excess of 100 parents. All parents found this meeting worthwhile. In 2011 we need to organise child minding as young children making noise made it difficult for parents to hear the information.

In Term 4 a three day transition to school program was organised for the 115 children starting school in 2011. The children participated in Literacy, Numeracy, sport and developmental play activities. Parents engaged in information sessions and workshops which included how to help your child at home, technology and Mathematics. Ninety percent of parents indicated workshops and information sessions to be worthwhile. The P&C provided morning tea on the three days which allowed parents to meet each other, socialise and ask questions.
Building the Education Revolution

The BER in 2010 has seen the completion of four new classrooms and a special purposes room. A power upgrade has been a part of our BER project.

Seven classrooms have been refurbished which has included new carpet, painting, furniture and a wet area for each class to use. All refurbished rooms have ramps, which allow wheelchair access.

This initiative has improved the learning environment for eleven classes for 2011.

Findings and conclusions

- 95% of students, staff and parents believe that the school sets high expectations for students
- 90% of teachers, 88% of parents but only 65% of students believe that there is a balance of group and independent learning activities
- 85% of parents and 82% of students believe that students take pride in their learning but only 56% of teachers believe that enough pride and responsibility for learning is demonstrated by students
- Whereby 64% of students believe that their work samples help them to observe improvement, only 42% of parents and 59% of teachers believe that students engage in self assessment
- 94% of teachers believe that the school supports communication about student learning between home and school, but only 58% of parents and 25% of students believe this to be so

We can never thank our school community enough for the work that they do

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 2010 our school carried out evaluations of Learning and ESL.

Background

As a part of our school evaluation processes surveys were developed for parents, staff and students. All staff was surveyed and a survey was sent to each family in the school (with an incentive to return on time). Six students from each class from Years 2-6 were also surveyed.

Learning

Parents, teachers and students were all extremely positive about the quality of learning at Macquarie Fields PS. Over 90% believe that our school provides a stimulating and secure learning environment.

Summary and Future directions

- All three groups believe that Macquarie Fields PS provides a positive and stimulating learning environment
- All three groups viewed the quality and range of teaching/learning resources to be appropriate
- All three groups believe that learning is challenging and varied
- The majority of teachers (but not parents or students) believe that there is sound communication about student learning between home and school
- Each group agreed that the school community sets high expectations in learning
- Most students (but not parents or teachers) believe that they are reflective learners
These are two areas where improvements can be made.

1. Increase parents’ awareness of opportunities for both formal and informal feedback of student learning each term through clear communication at assemblies, newsletters, flyers and notes home

2. Provide a more comprehensive system of student self assessment and reflection.

Curriculum
Teaching and Learning for students with English as a Second Language.

Background
To gain information relating to English as a Second Language (ESL) education both teachers and students were involved.

During stage meetings teachers were required to indicate the level of ESL education within the school using the school evaluation framework. Students were provided with a survey of six questions to complete regarding their ESL learning. Sixteen student surveys were completed in total by Early Stage One and Stage Two students who had participated in withdrawal programs throughout the course of the year.

Areas of Strength
At stage meetings the majority of teachers noted:

- that they were provided information about the language background of the students in their class with non English speaking backgrounds.
- awareness of ongoing Language Background Other Than English (LBOTE) students having English language or literacy problems hindering their learning in the normal classroom and expressed interest in receiving more information about ESL students in knowing how to identify their needs.

Information from student surveys indicated that:

- the learning occurring in withdrawal groups had been transferrable in the classroom and 25% of those surveyed were able to articulate what had been the most useful when back in the classroom
- 81% of students enjoyed the experience of being involved in a small withdrawal group.
- hands-on activities including playing games, opportunities to feel animal coverings, the experience of making lemonade and using highlighters during work were all thoroughly enjoyed and deepened their understandings.

Areas for Development
At stage meetings the majority of teachers indicated that:

- charting of progress in English of ESL students throughout the year against the ESL scales should be communicated to teachers.
- teachers working with ESL students and staff would like to incorporate ESL strategies into their programs to further address their students’ needs

Information from student surveys indicated:

- from the Stage Two responses, two thirds (66%) of students believed that their comprehension and understanding of mathematical questions would be enhanced with further assistance
- from the Early Stage One surveys, one in five (20%) students would rather receive assistance in their classroom rather than in withdrawal groups. The students who responded in this way were those of highest need in developing their language and literacy skills at the beginning of the year. These students had been involved in withdrawal groups consistently throughout the year.

Future Directions
To assist in the direction of ESL education at Macquarie Fields Public School, the ESL and Multicultural policies were updated to meet student and staff needs.

As a result of data gathered, the following suggestions were developed to improve the quality of ESL education within the school.

1. Using the English as a Second Language Guidelines for Schools and the
Multicultural/ESL Education Priority Schools Programs documents and with the assistance of ESL consultants, formulate a new school ESL Policy and Procedures document for approval by staff for implementation in 2011.

2. To engage classroom teachers in a deeper understanding of the language and literacy needs of ESL students.

The ESL staff will:-

- consult with classroom teachers and update them about LBOTE students’ background language/s and throughout the year, identify ESL students and their current language and literacy skills using the ESL scales
- assist staff in the ESL student learning outcomes and to use this information in planning and programming for their classes
- implement a portfolio of new arrivals’ teaching/learning activities to assist teachers and students with some practical ideas that can be utilized when new arrivals with minimal or no English language are enrolled.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents surveyed were very satisfied with the education provided at Macquarie Fields Public School. They were particularly pleased with the improvements to the awards system, classroom renovations, school playground, increased technology and improved pride in the wearing of the school uniform.

Teachers were pleased with the improving learning environments but expressed some concern regarding the ability for students and staff to move comfortably and safely around the school during wet weather, due to the lack of covered walkways.

Teachers also commented about the positive culture permeating throughout the school and improved communication and consistency.

Students surveyed stated that they enjoyed being at Macquarie Fields Public School and they particularly enjoyed the growing number of extra-curricular options that have become available, such as Recorder Group, Dance, Choir and Chess.

Students would like covered walkways and an area to play during wet weather.

School development 2009-2011

Progress on 2010 targets

Target 1- Literacy

To increase levels of literacy achievement for all students in line with state and regional targets.

In 2010 a number of areas were addressed to improve student outcomes in literacy. These included the implementation of Best Start to assess students in Kindergarten, the lighthouse Project in Early Stage One and Stage One and professional learning in persuasive writing in preparation for NAPLAN in 2011. Other programs that were consolidated were the Key into Comprehension Program and Sentence a Day. Resources were purchased to support these areas.

Our achievements include:

- Incorporation of consistent Literacy strategies to improve effective grouping of students in Literacy
- Improved initial assessment of students in the early years using Best Start, Educheck, Johnson’s Vocabulary and reading records.
- NAPLAN results continue to reflect strong results in Spelling
- Teachers effectively using NAPLAN data to analyse, identify and address areas of need
- Provision of professional leaning to assist with literacy assessments
Target 2:  
Increase the level of numeracy achievement so that the majority of students close the gap between averages achieved at MFPS and those of the state and region

During 2010, the staff at Macquarie Fields Public School focuses on improving the assessment and grouping of students in numeracy. Teachers participated in workshops to develop their skills in administering Best Start, SENA and Newman’s Analysis assessments and were provided professional learning on analysing and using the data gathered purposefully. In addition, staff was provided with resources to support the inclusion of problem solving and word based questioning within their daily lessons.

Our achievements include:

- All staff utilising Best Start, SENA and Newman’s Analysis to assess students
- All staff incorporating hands on activities and games to support numeracy groups
- All students developing their problem solving and working mathematically skills with the inclusion of problem solving questions daily
- In NAPLAN, 76% of all Year 3 students achieved Band 3 or higher in Numeracy
- In NAPLAN 37% of all Year 5 students achieved Band 7 & 8 in Number, Patterns and Algebra
- In NAPLAN, 98% of Year 5 students have demonstrated growth in Numeracy achievement

Target 3 - Technology

An increased number of teaching staff to include rich learning activities supported by interactive whiteboards in programs.

During 2010 the teachers participated in a wide range of professional learning opportunities through workshops, demonstration and modelling the use of interactive whiteboards and the connected classroom.

Our achievements include:

- Teaching and learning programs developed reflecting the technology scope and sequence
- Staff reporting through surveys, a greater level of confidence and competence in the use of interactive whiteboards to integrate technology into teaching and learning
- Teachers reporting increased student engagement in the classroom
- Up to twenty per cent of teachers using Onenote in the preparation and delivery of their classroom teaching and learning program

2011 Targets

Target 1 - Literacy

Increase levels of Literacy for all students in line with state and regional targets.

Increase the number of Year 3 and Year 5 students in the highest two bands in NAPLAN by 3%.

Decrease the number of Year 3 and Year 5 students achieving in the lowest two bands in NAPLAN by 3%.

Strategies to achieve this target include:

- A continued focus on comprehension with professional learning for teachers on how to explicitly teach skills for Visual Literacy.
- Implementation of Best Start and use of the continuum for Kinder, Year 1 and Year 2.
- Participation in the L3 project to increase reading levels for all Kindergarten students.
- Development of whole school procedures for the explicit teaching of grammar and punctuation.

Our success will be measured by:

- All teaching and learning programs include a focus on Key into Comprehension, Sentence a Day, grammar and punctuation.
- Improved NAPLAN results.
- Improved reading levels in school based assessment data.
Target 2 - Numeracy

To increase the level of numeracy achievement so that 100% of students achieve growth in SENA and NAPLAN assessments

Strategies to achieve this target include:

- Teacher professional learning in areas of problem solving and working mathematically
- Teacher professional learning in the area of mathematical language
- Improved implementation of Problem a Day activities within daily mathematics programs
- Increased use of interactive and hands on mathematical activities, utilising concrete materials and interactive whiteboards
- Incorporation of district STLA program 'Maths a Day' to improve students working mathematically and problem solving skills

Our success will be measured by:

- 100% of students in Year 5 at MFPS achieving growth in NAPLAN Numeracy assessment
- 30% of students in Year 3 at MFPS achieve within Band 5 & 6 in NAPLAN Numeracy assessment
- 80% of all students in Year 3 at MFPS achieve Band 3 or higher in NAPLAN Numeracy assessment
- 30% of students in Year 5 at MFPS achieve within Band 7 & 8 in NAPLAN Numeracy assessment
- 80% of all students in Year 5 at MFPS achieve Band 5 or higher in NAPLAN Numeracy assessment

Target 3 Engagement

Technology

Improve levels of student engagement and integration of technology into teaching and learning across all Key Learning Areas.

Strategies to achieve this target include:

- Teachers regularly sharing ideas, programs and lesson plans.
- Awareness raising on the effective use of the connected classroom including virtual excursions.
- Regular update of the school website with all teachers having input.

Our success will be measured by:

- Increased hits to the school website.
- Increased teacher confidence in using the interactive whiteboard demonstrated in programs and classroom visits.
- Increased bookings for the connected classroom and all classes involved in at least one virtual excursion.

Anti Bullying

Increased awareness about bullying for all teachers, parents and students and a consistent approach implemented.

Strategies to achieve this target include:

- Review and implementation of the school anti-bullying policy with professional learning for teachers.
- Classroom lessons developed and a visiting performance about this issue organised.
- Information forum for parents and community members organised.
- Information about bullying included in school newsletters and on the school website.

Our success will be measured by:

- A consistent approach adopted by students, teachers and parents evidenced in surveys.
- Students confident to discuss and deal with bullying situations.
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 annual financial summary: 30/11/10

### Income
- Balance brought forward: 252,585.14
- Global funds: 280,599.48
- Tied funds: 140,578.85
- School and Community Sources: 109,000.13
- Interest: 10,571.22
- Trust Recepts: 32,783.90
- School Operated Canteen: 0.00

**Total Income**: 826,118.72

### Expenditure
- Teaching and Learning
  - Key Learning Areas: 63,808.84
  - Excursions: 31,424.72
  - Extra Curricular: 56,994.45
- Library: 7,300.00
- Training and Development: 1,641.29
- Tied Funds: 193,963.67
- Short Term Relief: 66,660.24
- Administration & Office: 64,382.47
- School Operated Canteen: 0.00
- Utilities: 55,104.89
- Maintenance: 24,830.11
- Trust Accounts: 39,129.23
- Capital Programs: 28,860.26

**Total Expenditure**: 634,100.17

**Balance carried forward**: 192,018.55

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.

Kerrie Hayman  Principal
Karen Miller  Deputy Principal (Relieving)
Greg Tyler  Assistant Principal
Kellie Stojanovic  Assistant Principal
Clint Eagles  Assistant Principal (Relieving)
Belinda White  Assistant Principal (Relieving)
Megan Edgecumbe  Assistant Principal (Relieving)
Angela Simpson  Assistant Principal (Relieving)
Sue Roberts  P&C President

School contact information
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Email: macfields-p.school@det.nsw.edu.au
Web: www.macfields-p.schools.nsw.edu.au
School Code: 4064

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:

A full copy of the school's 2010 financial statement is tabled at the Annual General Meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.