Messages

Principal’s Message

I have much pleasure in presenting the 2014 Macquarie Fields Public School Annual School Report. At our school we are all committed to providing quality education within a strong community environment.

The report exemplifies the strong focus our school provides for students to achieve their personal best. Our core business is to ensure students develop skills and attitudes which will stay with them in their future lives as responsible adults. The emphasis this year was on improvement of outcomes in Literacy, Numeracy and Technology. This year every student has been provided with their own laptop to be used as a tool for learning in all Key Learning Areas. Programs that were the focus of professional learning included L3, TEN, Focus on Reading and self-organised learning environments.

School level evaluation and reflection on current programs and practice form the essence of a commitment to continual improvement at Macquarie Fields Public School. The 2014 Annual School Report details this evaluation, identifies our strategic 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

P&C Message

In 2014, the P&C continued passionately fundraising for the students of Macquarie Fields Public School. We took on the responsibility of sourcing over $10 000 worth of donations which were used at major fundraising events throughout the year.

Funds which have been raised this year have contributed to the funding of XO laptops for every student in the school. Funds were raised through activities such as the Christmas Guessing Competition, donut drive, Sweet Treat day, Disney Trivia night, ice block sales and barbecues.

We would like to thank the whole school community for their continued support. We especially thank everyone who volunteered their time. Without such support, this fundraising would not take place. The P&C looks forward to another year of support, generosity and commitment in 2015 as we work towards replacing classroom air conditioners.

Student Representatives’ Message

At Macquarie Fields Public School this year we have had many memorable experiences that will stay with us. Along with all of these experiences we have done some fantastic learning thanks to our teachers, who put so much time and effort into our education.

As part of our school’s leadership team, we were fortunate enough to attend the Halogen Young Leaders Day earlier this year. At this event we were given the opportunity to listen to talks given by people like Andy Griffiths and Ita Buttrose, who not only inspired us as leaders but also helped us to become better leaders for our school. This year the motto of Young Leaders’ Day was “I am somebody” and it really made us think about how we can all make a difference in our school and the world.

For the first time this year the leaders from Macquarie Fields Public School were invited to attend the ANZAC Day Dawn Service at Ingleburn R.S.L. where we were able to take part in the march and lay a wreath to remember our soldiers. This was an amazing opportunity for all of us and not one that will be forgotten.

As a school, students in each stage were able to participate in various excursions that provided opportunities to further our learning
and understanding of topic areas. Stage 3 went to Bathurst early in 2014 to gain hands on experience of what the Gold Rush in Australia was like, as this was an area of learning for us in Term 1. We learnt exciting facts about the era, Australian history and were able to pan for gold.

Other school excursions for the students of Macquarie Fields Public School have included a day at the farm for Early Stage 1, going to watch the circus and an environmental excursion to Simmo’s Beach for Stage 1, Sydney Tower Eye and Sydney Wildlife World for Stage 2. Students from both Stage 2 and Stage 3 have been lucky enough to attend school camps this year where they had lots of fun and new experiences. Students from Macquarie Fields Public School have improved their swimming skills by taking part in the Swimming Scheme that was run for two weeks in October. All students have had the opportunity to improve their knowledge of healthy, safe living by attending the Life Education/Healthy Harold bus this year.

As part of the SRC, we have worked hard throughout 2014 to make sure that we have fulfilled our duties. We have helped students by looking after school facilities such as the sports sheds, but have also made sure that canteen times have run smoothly by helping younger students with their buying and also helping students to line up fairly and safely. Each week, it was an honour for us as leaders to run our whole school assembly and to be the ones who raise our flags on a daily basis as one of our duties.

Reflecting on 2014, we think that all of the students of Macquarie Fields Public School are able to appreciate what a great year of development it has been not only academically because we have had many opportunities to develop our creative minds and sporting abilities also. It has been a great year for both the teachers and students, working together to continue to make Macquarie Fields Public School the happy and safe learning environment that it is.

Our school at a glance

Students

During 2014, student numbers increased, which led to the formation of another class at the start of Term 2. The number of students continued to grow throughout the remainder of 2014.

Staff

In 2014, the school welcomed five permanent teachers to the staff. The formation of an additional class in Term 2 required the appointment of a temporary teacher.

The school has retained many of its staff for a number of years ensuring a stable environment in which strong learning can take place.

Ensuring that professional development of staff continued, all the teaching members of the staff received on-going professional learning in TEN, L3 and the use of new technologies.

Community Involvement

Grandparents’ Day

Another highly successful Grandparents’ Day was held on Friday 14 November. Again, our attendance at this event was exceptional, with some grandparents travelling extraordinary distances to come and join their grandchildren in the celebration of the wonderful input from our grandparents across the community. We had grandparents who had travelled from Taree, Newcastle and even India, Bangladesh and Iraq for this event!

Unfortunately, due to a very busy time at school, we were unable to celebrate our special day to coincide with National Grandparents’ Day, but this did not quell the enthusiasm of all who participated.

The day began with a warm welcome from our principal, followed by an array of talent being displayed by students from across the school,
through performances in singing, dancing and recorder playing.

Our special guests then visited classrooms where they received a gift that had been hand made by the students. The morning culminated in a special morning tea provided by the school’s P&C.

At Macquarie Fields Public School, we love the opportunity to acknowledge and celebrate the enormous and positive impact that our students’ grandparents and grand friends have on their lives.

Education Week

Education Week in 2014 allowed the students to showcase a range of their talents, from drawing to sculpture, writing to mathematics and everything in between. The display in the hall was very popular with teachers, students and parents. Every student was represented with at least one piece of work and each student was encouraged to visit the hall with their parent or carer to show off their work and that of their classmates.

Open classrooms allowed parents and carers into classrooms to look at how the children are working, to look through workbooks, to look at other art works and also to have a quick chat with their child’s teacher. Dance groups and the Steel Band also performed on the day, along with our amazing Wakakirri group.

Mini Fete

This year’s Mini Fete was a sight to behold, bigger and better than had ever been seen before. A sight to behold this year was not one but two haunted houses, which scared and terrified hundreds of students. Our children maintained their enthusiasm and energy throughout the day by enjoying lots of sausages, fairy floss, popcorn, spider drinks, lolly bags, jelly cups and snow cones. For those who wanted to test their skills there was the can challenge, ten-pin bowling, footy passing, quoits or even throwing a wet sponge at some brave teachers. For those who love adventure and speed the huffy slider burned up the ground.

People were able to relax and get in touch with their creative sides as they designed art canvasses, plaster painting, shrinky dinks, pet rocks and the fantastic loom band workshop. Appearances were changed with the fantastic tattoos, face painting and hairspray that was on offer and people came from far and wide to sample some Devonshire tea and try their luck at the superb Chocolate Wheel.

Our children had show bags, inflatables, toys and lucky dip prizes to take home with them as a souvenir from a wondrous day. All that fun and excitement and we were able to raise enough money to pay for all of our phenomenal XO computers that our students and teachers are loving so much. We would like to extend a huge thank you to everyone for their enthusiasm, thirst for fun and participation in this amazing event. We are aiming for bigger and better next year.

Parent Helper Morning Tea

Throughout 2014 our school has, once again, been truly blessed thanks to the wonderful help from our parents, grandparents and friends who have willingly volunteered their time. Not only do we have a very dedicated P&C, but our in-class and beyond the classroom support has been wonderful. Practically every day, a number of volunteers could be found helping students in reading, Multtilit, art and craft activities. On special occasions such as excursions, sports carnivals, Mini Fete and the Stage One Celebration Day, our volunteers were always there to lend a hand.

Our P&C continued to amaze with their fund raising efforts through various drives, Mufti Days, Disney Trivia Night and the sale of ice blocks after school to name but a few.

Our students are so lucky to have Easter, Mothers’ Day, Fathers’ Day and Christmas so well supported by the P&C, not to mention the
benefits gained from the additional money raised to purchase resources for all to use.

The outstanding assistance from our school community has ensured that the students are supported in various ways and there are many resources that we have because of their tireless efforts.

We acknowledged the amazing efforts of all our parent volunteers with a special Morning Tea at the end of the year to let them know how very grateful we are for their hard work and dedication.

Special Religious Education (Scripture)

In 2014, we were again fortunate to have Special religious Education classes each week. Classes were held for both Protestant and Roman Catholic denominations of the Christian faith. For the first time, we have been able to have classes in both the Hindu faith and the Muslim faith. We thank the volunteers who give up their time each week to take these classes.

Student Information

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

Student Enrolment Profile

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<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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<td>2014</td>
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**Student attendance profile**

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<td>94.7</td>
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**Management of non-attendance**

Student attendance is monitored weekly by the Deputy Principal. The Home School Liaison Officer (HSLO) monitors attendance fortnightly, putting in place monitoring programs as necessary.

In 2014, student attendance averaged 94.7%. Our school policy requires that all absences are explained by an absence note provided by the parent/carer. Absences of 3 days or longer require a medical certificate. Unexplained and frequent student absences were followed up by executive teachers and the HSLO, with organised letters being sent home and parent meeting arranged as required.

Parents of students who were away for an extended period of time completed an exemption form and lodged it with the school before the period of leave. In 2015, this policy will change and any leave during a school term will be recorded on a student’s attendance record as an absence and no longer be counted as exemption.

**Workforce information**

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

**Workforce composition**

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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**Aboriginal Composition**

The percentage of the school workforce is 3%. We have one full-time Aboriginal staff member and one part-time staff member who works two days per week.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>Accredited</td>
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**Teacher accreditation**

During 2014, one staff member achieved accreditation at Proficient level.

**Professional learning**

At the commencement of 2014, we surveyed staff and reflected on professional learning plans to identify our areas for development. Based on these findings, during 2014 we engaged in numerous professional learning activities to support improved student outcomes and leadership attainment.

Areas for professional learning throughout the year included executive staff members attending a leadership conference and delivering this learning to all staff at a staff development day. Other areas of professional learning in line with school initiatives and programs included ongoing support and learning in Best Start strategies and assessment, L3, Targeting Early Numeracy (TEN), Focus on Reading, Early Career and Beginning Teacher Workshops, Watching others Work (WOW), Technology, Literacy and Numeracy. Staff were provided training on the PLAN software to help our ongoing assessment of students against the literacy and numeracy continuums.
Our early career teachers were supported with additional professional learning throughout the year, focusing on compliance training, school based programs and accreditation. These early career teachers were also provided with additional release time to watch other staff members teaching and to participate in professional dialogue.

**Beginning Teachers**

At Macquarie Fields PS, we provide opportunities for all teachers to participate in ongoing professional learning in order to enhance their pedagogy. Research has proven that teachers have the greatest impact on student learning and we pride ourselves in working towards ongoing teacher quality to improve student outcomes.

Again this year, our early career teachers participated in a rigorous program which incorporated a wide range of curricular and welfare programs around: literacy and numeracy learning; focussed individual assessment; behaviour management; differentiation; technology and Teacher Accreditation. Most of our current early career teachers have now successfully gained their accreditation.

In 2015, our teachers will be actively engaging in the implementation of the Australian Professional Standards and many of our early career teachers will be able assist some of our more experienced teachers in the preparation of performance and development plans which will guide their ongoing professional learning.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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**Expenditure**

<table>
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<th>Expenditure</th>
<th>Amount</th>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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**Income**

<table>
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<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
<td>376,182.65</td>
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<td>Tied funds</td>
<td>328,909.65</td>
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<tr>
<td>School &amp; community sources</td>
<td>222,466.17</td>
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<tr>
<td>Interest</td>
<td>7,533.73</td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Achievements**

**Public Speaking and Debating**

Students from K-6 participated in various Public Speaking Competitions this year. All Students have prepared and delivered a speech to their class on various topics. Each class had two representatives chosen to compete in their stage. Two finalists from each stage then went to represent their school.

The first competition was the Multicultural Perspectives Public Speaking competition. The competition was for Stage 2 and 3. The four students went to Robert Townson Public School to compete against seven other schools in the local finals. 3. All four students should be extremely delighted with their efforts as they all competed with confidence and enthusiasm.

A Stage 2 girl won the section and went on to represent the school at the Regional Multicultural Public Speaking Competition in Lewisham.
The second competition was the Zone Finals Public Speaking Competition. This competition was held at Ruse Public School early in Term 4. Two students from each stage represented Macquarie Fields Public School in the Area Section. All students represented the school with poise and confidence. It was a wonderful experience for all who attended. A Stage 3 student won her stage competition, went on to compete in the local section representing our school well.

Premiers Spelling Bee

Students from Years 3-6 participated in the Spelling Bee Competition this year. All students prepared and participated in Spelling Bee activities within their own class. Each class chose two representatives to compete against other students in their stage. A Spelling Bee Final was held at school where there were two finalists from Stage 2 and Stage 3.

These students went on to compete in the Regional Finals held at Miller Public School earlier in the year. A boy won the Stage 2 Competition and went on to represent the school at the State Final at Eugene Goossens Hall in Ultimo, doing extremely well by coming seventh in the state. Macquarie Fields Public School is so proud of all of the students’ achievements.

ICAS University Competitions

Students from Macquarie Fields Public School entered all six of the 2014 International Competitions and Assessments (ICAS). Year 2 entered the Mathematics and English competitions and, for the first time, they were able to participate in the Science exam. The overall results achieved were very pleasing and an improvement on previous years.

These included:

- English Assessment – 93 students participated with 1 student receiving a high distinction, 8 students receiving distinctions and 10 students receiving credits.
- Writing Assessment – 63 students participated with 5 students receiving distinctions, 10 students receiving credits and 3 students receiving merit.
- Spelling Assessment – 69 students participated with 3 students receiving a high distinction, 7 students receiving distinctions, 20 students receiving credits and 6 students receiving a merit award.
- Mathematics Assessment – 127 students participated with 4 students receiving a high distinction, 13 students receiving distinctions, 26 students receiving credits and 9 students receiving merit awards.
- Science Assessment – 89 students participated with 3 students receiving a high distinction, 10 students receiving distinctions, 13 students receiving credits and 6 students receiving merit awards.
- Computer Skills Assessment – 64 students participated with 8 student receiving distinction, 22 students receiving credits and 6 students receiving merit awards.

Opportunity Classes and Selective High School

Six year four students were successful in gaining a place in an opportunity class for Year 5 in 2015. Six further students were placed on the waiting list. This is an excellent result and a testament to their hard work and dedication over the years.

In late 2013, 38 Year 5 students applied to sit the selective High School Examinations. After sitting the exams early in 2014 we were notified that 15 students had been accepted into selective classes at four different High Schools. Several students are currently on the waiting list.

Academic Challenges

Four students were selected to participate in the 2014 Campbelltown Academic Challenge,
hosted by and held at Sarah Redfern High School. Students competed against over 20 schools from the Campbelltown and Liverpool area. During the competition students worked in teams to problem solve. Although the Macquarie Fields team did not win any rounds they placed second in several rounds rising to the challenges presented to them. They enjoyed the competitive nature of the day and the social aspects as well. For the first time this year an art competition was also held. Macquarie Fields entered 6 pieces of quality art from each stage. One student received a highly commended award for her “peg doll” depicting a woman from the Australian Gold Rush era.

Dance groups

The year 2014 has been very busy for dance at Macquarie Fields Public School. This year saw the successful continuation of our Primary Dance Group, involving students from years 3-6, as well as the development of a K-2 Dance Group. This year a selection of students from across our whole school also participated in Wakadikirri, which is a National Dance Competition.

This has been a very busy year for our Senior Dance Group. Our group consisted of over 40 enthusiastic and dedicated students from years 3-6, who came from a range of dance backgrounds with varying levels of experience and ability. Mrs Hudson created some unique dance moves that catered for the various abilities and coupled with Mrs Gillyatt’s inventive music cuts, the performance exuded energy and poise. The students worked collaboratively with staff members at practices once a week to develop and refine their routine. They have performed for fellow students and members of our school community at events such as Kindergarten Orientation and Presentation Day. The main focus was this year’s Fire in the Fields event which showcased creative talent from local primary and high schools within the Ingleburn area. Macquarie Fields Public School students thrilled the audience over two nights. Thank you to the parents, students and teachers who were all very supportive and all proud of their achievements.

The K-2 Dance Group, comprised of students from Kindergarten and Stage One, worked tirelessly with the aim of performing at Fire in the Fields in Term 3. Many of our Kindergarten dancers had no prior dancing experience, but nevertheless, they gave up many of their recess breaks to rehearse dance moves alongside Stage One group members. Mrs Spalding and Miss Korman created a fun and energetic dance that the students performed to the song “Happy” by Pharrell Williams. After weeks of practice, and with the support of parents and staff, the little ‘minions’ successfully performed at Fire in the Fields and again at Kindergarten Orientation and Presentation Day. Miss Korman and Mrs Spalding were extremely proud of their achievements.

Following our successful participation in local performing arts events for the last three years, this year we decided to enter our talented students in Wakadikirri. Students from Years One to Six were selected to participate in this event for the first time. They competed in the Primary School Story Dance competition held at the Wollongong Entertainment Centre in August this year. Students performed their item ‘Grace’s Story’ which was inspired by the 75th Anniversary of the Ingleburn Army Barracks. Their moving performance astonished judges and they were awarded the ‘Best Story’ award and the ‘Best School in Public’ award for their outstanding behaviour on the day. Parents, students and teachers were all very supportive and proud of their achievements.

Next year we are hoping to continue participating in local, state and national dance events and competitions.
**Recorder group**

This year for the first time, all Year 2 students had the opportunity to learn the recorder and read simple musical pieces during class time. Many children have enjoyed learning to play an instrument and some have joined the recorder group for the following year. One Year Six student this year attended the Recorder Camp conducted over the first weekend in April, which was an intensive time learning and performing a variety of pieces for a concert that was conducted at the end of the camp.

The Macquarie Fields Public School recorder group has been performing for four years. This group give up their lunch and recess times to learn to play and are expected to practise every day. The group currently consists of fourteen pupils with around twenty more pupils who wish to join. This core group performed for Grandparent’s Day, Kindergarten Orientation and Presentation Days at the end of the year at school with a variety of musical pieces.

For the third year we also were represented at the ‘Festival of Instrumental Music’ with nine descant players at the Acacia Concert on 23rd June in the Sydney Opera House. These concerts are held over four nights allowing children from 179 primary schools to perform together at Sydney’s most prestigious venue. The opening piece of the program was ‘Can Can’ a popular melody from an Offenbach’s Operetta, the second item, ‘Gulaga Dreaming,’ was inspired by the mythology surroundings of the mountain and costal area of the same name and the concluding item for the concert was based on a popular Russian folk tale called ‘Prince Ivan and the Grey Wolf’ which combined with the string players totalled over 1000 young musicians performing together.

Two players have had the opportunity to also learn the Tenor recorder for the final part of the year before attending High School. The knowledge and experience they have learnt should assist them in the future. Some ex-members have gone on to learn clarinet or flute in school bands.

**Steel band “Fields of Pan”**

In 2014, the band had 23 members and two supervising teachers. The captain this year was Zoe Cooper, and the band consisted of students from Kindergarten through to Year 6.

During the year, the students in the band have worked very hard and, despite the many interruptions from Gala Sport Days and normal school excursions, they still managed to learn and perform a new song for the annual School Steel Band competition ‘Panorama’. The competition was held on Saturday 1 November at Bangor Primary School with most of the students in the band attended. There were 7 schools performing on the day with Macquarie Fields Public School being the first to perform on stage. It was an exciting day with bands dressing up in different costumes relating to their theme of song. ‘Fields of Pan’ were dressed in a “Spanish” theme as the song that they performed was ‘Aun Que’.

Many certificates were awarded on the day to some of our students: Students from our school received the Tiny Mite Award, the Outstanding Player Award and the High Achievement Award. Unfortunately the band did not achieve a placing at the competition but did receive the Best Performing Band award.

**Sport**

Macquarie Fields Public School values the participation of all students in physical activity. Our sporting programs provided opportunities for children at all levels. Students at Macquarie Fields Public School have participated in the ‘Learn To Swim’ program, K-2 Athletics Carnival, The “Rock the Block” dance and gymnastics program, an infant’s NRL tester day, Primary Swimming, Cross country and Athletics Carnivals, PSSA Gala Day competitions, Tennis lessons, AFL development, NRL development, Zumba
classes and the Play Project (soccer skill development).

Each year Macquarie Fields Public School undertakes the ‘Learn To Swim’ scheme run by the Department of Education. This year we had 192 students participate in the program. Students were taught by professional swimming instructors, who taught them about water safety, water confidence and the skills to swim correctly. By the end of the scheme, 90% of the students had doubled or tripled the distance they swam on the initial testing day.

As always, the Year 3 to 6 Swimming Carnival was very successful. 23 students went on to represent our school at the Zone level Competition. Seven students progressed further to represent The Fields Zone at the Area Carnival.

Macquarie Fields Public School entered 12 students into each age group at the Zone Cross Country Carnival. After an excellent effort from all students, 2 students qualified to represent The Fields Zone at the Area Carnival.

The school’s Athletics Carnival was held at Campbelltown Athletics Stadium. The stadium fees and bus transport was provided by the P & C, allowing for maximum attendance of all 3-6 students. The school team, comprising of 48 students, successfully competed at The Fields Zone Carnival, also held at Campbelltown Athletics Stadium. Consequently, 20 students became eligible to participate at the Area Carnival. This was a significant improvement from the previous year. Three talented students went on to represent SSW at the state carnival.

Our K to 2 students performed well at a modified Athletics Carnival, which was held on Monarch Oval. This carnival was a fun, non-competitive, inclusive day with lots of parental involvement.

In 2014, Macquarie Fields Public School continued our strong participation in Gala Days. We entered up to three teams in every sport giving every student in Years 3 - 6 the opportunity to compete in the PSSA competition. One hundred and seventy students competed in the PSSA summer competition and three hundred students competed in the winter competition. Some of our achievements in these competitions included:

- Junior Ultimate Frisbee A’s Premiers
- Senior AFL Premiers
- Junior T Ball A’s Premiers
- Senior Cricket A’s Premiers.

Some of our elite students successfully trialled for and were selected into teams to represent The Fields Zone at Sydney South West Carnivals. Forty students represented our zone in the sports of AFL, soccer, cricket, rugby league, rugby union, softball and touch football. Four of these students qualified to be Sydney South West representatives at State Carnivals.

Premiers Sporting Challenge

Macquarie Fields Public School has continued their involvement in the Premiers Sporting Challenge, this year gaining a grant of $2149.00. This program allowed students to gain an awareness of their levels of physical activity over a 10 week period. The funding provided by participation in this program was used to hire a motivational Zumba teacher, an AFL development officer and to hire tennis facilities to help develop the fitness levels of the school sport students.

Stage Activities

Early Stage One

On Thursday 11th December, Kindergarten students attended Monkey Mania in Casula as an end of year celebration. Monkey Mania is an indoor play centre where children had the opportunity to display their social skills learnt this year and implement these skills in an informal and engaging environment. Activities included inflatable jumping castles, foam balls, climbing structures and slides. Kindergarten were provided lunch in the party room.
During Term 4 Kindergarten participated in an energetic Dance program called Rock the Block. Students learnt a new, choreographed dance every Friday for 10 weeks. The program was developed specifically for the PDHPE syllabus, including a range of dance genres such as Creative Social, Folk Dance, Bush Dance, Afro Caribbean and Contemporary Hip Hop. The program appealed to girls and boys, promoted physical activity and the children thoroughly enjoyed participating each week.

On Monday, 27 October Kindergarten went to Calmsley Hill Farm in Abbotsbury as part of their HSIE unit The Farm. The children got to experience life on the farm by interacting with farm animals such as lambs, goats, and rabbits. Children milked a cow, rode a tractor and learnt about herbs and vegetables grown on a farm.

Tour guides educated our children on a variety of life cycles of farm animals and demonstrated these through tactile experiences. Our students had the opportunity to be involved in a whip cracking show, watch working sheepdogs herd and watch the farmer shear a sheep.

All children were well behaved and thoroughly enjoyed the farm experience.

**Stage 1**

This year, Stage 1 students were involved in a range of fun, interesting learning experiences and social development.

In Term1, students had the opportunity to develop their gymnastics skills by being part of a weekly gym program. All students took part in a visit to the Life Education van to see Harold and to learn about healthy living.

In May, Stage 1 students were visited by the Macquarie Fields Fire Brigade and were taught about fire safety. Students loved the opportunity to climb in the fire truck.

In the middle of the year, the students had the opportunity to take part in environmental education lessons conducted by staff from the Georges River Environmental Education Centre. Students visited Simmos’ Beach at Macquarie Fields where they participated in a range of hands-on activities. These activities were part of the Wet and Dry unit studied as part of the H.S.I.E. curriculum.

As well as these activities, Stage 1 students also took part in the Start Smart program, a program designed to teach students about money. Year 1 students had the opportunity to have their vision checked by a local optometrist. In November, the Football Federation of Australia conducted its ‘Play Project’ initiative which taught Stage 1 students more about the benefits of exercise. November also saw Grandparents Day, a wonderful opportunity for grandparents to connect with their grandchildren at school.

In December, a large number of Stage 1 students were rewarded for their gold standard behaviour by having time at the Macquarie Fields Leisure Centre water park and a free paddle pop.

Finally, all Stage 1 students had the opportunity to celebrate the end of a year of hard work by going to the Dumaresq St Cinema in Campbelltown to see the movie ‘Paddington’. This included an ice cream, a drink and a visit to Koshigaya Park.

**Stage 2**

Stage two students have had an interesting year of learning and social development.

In March the students visited Healthy Harold in the Life Education Program, learning all about healthy living and drug safety. The students were able to ask any questions they wanted and learned some useful safety information during their visit. They all enjoyed meeting Harold and participating in games and interactive group activities.

In June the students visited Wildlife World in Darling Harbour and the Sydney Tower Eye. This tied in with this year’s study of Australia and the students were able to apply their
knowledge during tours and learned about new native flora and fauna as well. All students were exceptionally well behaved and represented our school proudly.

In August, the scientists of Canberra’s Questacon Science Centre visited our school to teach the students about force and sound. Many of the students participated in experiments and asked many thoughtful questions about basic physics. The presenters were impressed with the behaviour of the students and the students themselves continued to talk about the incursion many days after the event.

Also in August, year four ventured down to the south coast of New South Wales to the small town of Berry. Students arrived after a long three hour bus trip in torrential rain and were pleased to stretch their legs. This began the three days of fun, friendships and adventures the students would have. Many experienced landscapes that they had never seen before. Many took part in activities that they would not normally do. Day one brought rain, wind and freezing cold weather but plenty of enthusiasm. Students participated in activities such as archery, cross-country navigation, hiking, rock climbing and team building. By day three the students were both sad to leave but happy to go home and tell their families and friends at school about the adventures they had.

August was certainly a bust month. In it, 60 of our year three students went to the year three camp at Teen Ranch, Cobbitty for three days and two nights. Apart from eating lots of delicious food, students took part in a range of activities such as archery, a giant swing, crate climbing, bush skills, a campfire and outdoor games. During the camp students were given opportunities to develop problem solving skills and learn how to work cooperatively within a team. It was a fun three days with many new experiences and challenges!

In October, many of the stage two students participated in Swimming Scheme, a national program designed to increase water safety awareness, life-saving and swimming. The program ran for two weeks across the school and the students were well-behaved and learned many new skills.

At the end of the year the students were rewarded with two special days. Gold Reward Day was held at school to acknowledge all of the students who had achieved a gold award this year. They were treated to a disco and special delicious treats. In December all students were given the opportunity to travel into Campbelltown to watch ‘Penguins of Madagascar’ and play games in Koshigaya Park for their end of year party day.

Stage 3

To begin the year, our 4 school Captains and 7 prefects attended the Young Leaders Day at the Entertainment Centre. All 11 leaders represented our school with pride and were perfectly behaved. They enjoyed the guest speakers and were inspired by their stories. Ita Buttrose and Andy Griffiths were particular favourites. The students learnt that to be the best leader you can you have to “Be safe, be fair, be awesome.”

We also had our local Youth Liason Officer, Senior Constable Williams, address Stage 3 about Cyber bullying and how to stay safe on the internet. The students found her talk really interesting and learnt a lot about the law.

Stage 3 visited the Healthy Harold Van and built upon their knowledge of drugs and wise decision making. We had 95% attendance which enabled us to continue the discussions and learning in the classrooms in our Dug Education unit of work.

In the last week of Term 1 Stage 3 visited Bathurst to discover “Life on the Goldfields”. The students loved this excursion and gained an insight into what is was really like to live and work on the Goldfields. The students made damper, played olden day games, looked at
artifacts and panned for gold. A highlight of the day was getting to keep the “Gold” that they found. It was an excellent way to finish our HSIE unit of work on Gold.

Most Stage 3 students attended the “Food Revolution Day” at Homebush. The day was sponsored by Woolworths supermarkets and Jamie Oliver. The aim of this day was to promote healthy eating and to attempt to break a world record for the amount of students all cooking in the same place at the same time. The students had a very messy, enjoyable day and managed to break the record.

In Term 3, Stage 3 had the Questacon Science Show visit for an incursion. The students found it very exciting, interesting and informative. They learnt how you can turn everyday objects into science experiments. One of our students stated that “incursions are great because they are so much cheaper than excursions and we can share the experience as a whole class.

Later in the term Year 6 visited Macquarie Fields High School for a “taster” day to experience what life in High School is like. The students followed a timetable and went to four different classes throughout the day. Home Economics and art were the favourites with the students.

One hundred and twelve Stage 3 students, 6 teachers and 2 SLSO’s travelled to The Great Aussie Bush at Tea Gardens for a week of fun and adventure. The students challenged themselves by abseiling, rock climbing, raft building, swimming and learning about bush craft. We went on excursions to the beach and to the massive sand dunes. Every night the students did different activities. Their favourite night activity was called “commando” and was similar to a military mission in the bush but in the pitch dark. One of the students stated that they would repeat Year 6 to have the chance to go to The Great Aussie Bush Camp again.

Recently Stage 3 visited Macquarie Fields High School’s Art Exhibition. The students appreciated the talent of the High School students and chose their favourite pieces and explained how art makes them feel. It was a valuable experience that we hope to continue in the future.

The leaders displayed excellent qualities throughout the year and as a reward they were invited to a morning tea and tour of the NSW Parliament House.

**Academic achievements**

**NAPLAN**

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

In Year 3 Reading, 43.2% of students were placed in the 2 highest bands (Bands 5 and 6) and 16% were placed in the 2 lowest bands (Bands 1 and 2). This compares with the results for 2013 where 48.9% were in the 2 highest bands and 16.3% were in the 2 lowest bands.
In Year 3 Numeracy, 34.4% of students were placed in the 2 highest bands (Bands 5 and 6) and 15.2% were placed in the 2 lowest bands (Bands 1 and 2). This compares with the results for 2013 where 37.2% were in the 2 highest bands and 18.6% were in the 2 lowest bands.
NAPLAN Year 5 – Numeracy

In Year 5 Numeracy, 27.8% of students were placed in the 2 highest bands (Bands 5 and 6) and 21.8% were placed in the 2 lowest bands (Bands 1 and 2). This compares with the results for 2013 where 26.1% were in the 2 highest bands and 22.7% were in the 2 lowest bands.

Progress in Literacy

In Year 3, 53.6% of students were proficient in Writing, achieving Band 5 or 6. In Spelling, 56.8% of students were proficient (Bands 5 and 6) in Grammar and Punctuation, 50.2% achieved Bands 5 or 6.

In Writing and in Spelling, no students were working below the national minimum standards. In Grammar and Punctuation, 3.2% were working below the national minimum standard.

In Reading, 95.6% of Year 5 students achieved growth between 2012 and 2014. In Writing, 83.2% achieved growth. In Spelling, 98.9% achieved growth, while for Grammar and Punctuation, the percentage was 93.4%.
Progress in Numeracy

In Year 5, 95.7% of students achieved growth in Numeracy. In Data, Measurement, Space and Geometry, the result was 93.4% of students achieving growth. In Number, Patterns and Algebra the percentage was 93.3% achieving growth.

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 the students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
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Percentage of Year 5 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>94.1</td>
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Significant programs and initiatives – Policy and equity funding

Transition to school

In Term 2 2014 a parent information evening was held in the school hall to discuss readiness for school. Parents and carers were targeted through advertisements in our school newsletter and flyers were sent to all local preschools which could be put on display at their centre to inform them of the evening. We had a great response and all parents found this meeting worthwhile.
Early in Term 4, a three day transition to school program was organised for the 110 children starting school in 2015. The children participated in Literacy, Numeracy, craft and developmental play activities. Parents engaged in information sessions and workshops which included how to help your child at home, technology and mathematics. The P&C provided morning tea on the three days which allowed parents to meet each other, socialise and ask questions.

**PLAN**
This year is the fifth year that Macquarie Fields Public School has been involved in PLAN, which provided professional learning and ongoing support for Kindergarten, Year 1 and Year 2 teachers. It enabled teachers to further develop their classroom practice in line with the K-6 Literacy and Numeracy Continuums, utilising these for ongoing assessment, planning and programming. Teachers worked with their supervisors to focus on explicit teaching and development of Early Learning Plans (ELPs) for Literacy and Numeracy. Teachers K-2 focussed on explicit teaching of the literacy markers with 2-3 focuses per week. This has led to teachers having a greater ability to differentiate the curriculum ensuring they cater for the needs of individual students.

Stage 2 and 3 teachers received initial training on the use of the PLAN for teaching and assessing. They will receive further training in 2015 to assist them to fully and effectively implement PLAN into their classes.

**Targeting Early Numeracy**
In 2014, the implementation of Targeted Early Numeracy (TEN) strategies continued in all K-2 classrooms with success. The TEN program assists students through practical activities to improve their quick recall of addition and subtraction facts and to use strategies to solve addition and subtraction problems. The number of targeted students in each stage has reduced greatly due to this effective program.
Technology

During 2014, the Technology Team at Macquarie Fields Public School worked to improve student skills and usage in Information Communication Technology (ICT) to achieve syllabus outcomes in this area across the school. This was achieved by increasing the average student usage of technology to an average of 90 minutes per week minimum with an additional 3.5 hours exposure per week. To achieve this, the Technology Team worked to ensure each classroom, including two new classrooms within the school, had a fully functioning Interactive Whiteboard and at least one student desktop with a class set of XO laptops, a computer lab of 30 computers and a laptop computer lab consisted of 16 laptops which was maintained and booked out by teachers within the school. The school invested in XO Technology by One Education. This included all staff and students an allocation of an XO laptop which is and will be used to further increase student usage of ICT throughout their duration of schooling whilst at Macquarie Fields Public School.

Throughout the year, the school website was continually updated to ensure greater interaction with the wider school community. Staff updated class and extra-curricular pages with items such as: notes, homework, classroom learning, special events and uploaded photographs of student achievements including, extra-curricular activities. The fortnightly newsletter was available online, along with the calendar of upcoming events. Also, Parents and carers who nominated to have the newsletter emailed received this each fortnight which assisted in the school reducing paper usage. The school trialled a free application for parents and carers to easily access information such as: updated newsletters, calendar, photographs of student achievements and urgent messages from their smart devices. Recently, the school was approached to trial a website, www.schoolparents.com.au aimed at providing parents and carers a universal location to access up to date information, resources and events of the school whilst working with local businesses. In 2015, we are aim to utilise this website and phased out other social media outlets.

In Term 1, the oldest computer desktops within the school were replaced. These included the replacement of all 30 Computer Lab desktops and some Interactive Whiteboard classroom desktops. This ensures students are using modern ICT as 21st Century learners.

Early in 2014 whole school wireless connection was installed. This allowed for mobile devices within the school to connect to the internet and server, making learning flexible and ensuring equipment and resources were used efficiently. As a result, students are using technology regularly within the learning experience. Also, innovative learning experiences such as Self-Organised Learning Environment (SOLE) have been implemented throughout the school where students are involved in higher-order thinking and processing skills in collaborative learning setting.

The purchase and installation of several Literacy and Numeracy software during to 2013 and early 2014 was made available to all classroom computers and utilised within teaching programs, allowing children to be engaged in explicit, student centred lessons. Through the promotion of programs like Bug Club and online programs such as Study Ladder, curriculum related learning was accessible at home. Teacher-based professional learning occurred in Term 3 (run by other curriculum committees) to up skill staff on the availability of software and adaptability to each classroom. These programs included Rain Forest Maths, PM Gems, Springboard into Comprehension and various titles of interactive digital books.

The usage of the computer lab and AV room was monitored and maintained through
timetabling and collating data. Booking sheets were updated each term to ensure all classes were given weekly access. Having regular access to the lab enabled students to consistently be exposed to opportunities to improve their outcomes in the area of technology. During Term 3 Professional development opportunities were available to staff to upskill and learn how to use equipment and book virtual excursions.

To ensure all students were given the best opportunity to achieve appropriate ICT skills within their stage, the technology team purchased and set up a bank of 16 laptops with a wireless connection to data. The laptops are utilised by Stage 3 classes in the library and when not used by the Librarian, teachers are able to book the laptops to use in the classroom to promote engagement and expose students to the skills required to achieve success within the ICT curriculum.

The Technology Team look forward to revising and implementing an updated Technology Scope and Sequence/Continuum, increase the use of the Connected Classrooms and further encourage the use of XO Technology in all classrooms whilst maintaining ICT throughout the school.

Library

In 2014 our school library underwent significant transformations. The library was repainted, vertical blinds were installed, a new circulation desk, students’ chairs and book boxes were purchased and a portable screened wall erected to store resources on one side and act as a vibrant display wall on the other side. Canopies were installed on the ends of existing shelving which were all re-labelled and new reading areas for students were established with ten large bean bags and an imitation log fire creating a new and welcoming ambience for the students.

Apart from the physical appearance of the library, new systems were put in place, including the tracking of every one of our 830 students’ borrowing habits through the use of barcoded borrowing cards.

Displays reflecting the areas of student research were changed regularly every few weeks, creating a stimulating and attractive learning environment both within the library and in the Audio Visual (AV) Room.

Of perhaps the greatest significance was the transformation of the K-6 Library Program. Literature based lessons were developed and implemented for each separate grade from K-2, incorporating some elements from the English and Creative and Performing Arts syllabi. The main objective of ensuring that the library is an extremely welcoming environment engendering a love of reading was achieved.

Our school was able to employ a full time School Learning and Support Officer, who has assisted in the wonderful transformation of our library not only with managing all aspects of borrowing and returning, the accessioning and disposal of resources and the maintenance of resources but in assisting all students across the school and most particularly our Aboriginal and Torres Strait Island students. This has also enabled our teacher-librarians to focus on the delivery of high quality programs for all of our students K-6.

The programs devised for Stages Two and Three have been based on the skills required for 21st Century learners, including problem solving, working collaboratively and effectively using ICT to assist in research skills. The mobile laptop lab and XO laptops were utilised regularly for research and stimulus was provided each week via thoroughly prepared explicit lessons using the interactive whiteboard and appropriate YouTube clips.

The library was opened every day at recess, with students able to borrow, read, play chess, use the newly established computer terminals or participate in art work and drawing.
The library was also used in 2014 for workshops for our Aboriginal students, as well as sessions incorporating the expertise from speech therapists from Tharawal. Personnel from Campbelltown’s Opportunity Hub assisted our Stage Three students in a range of workshops including transitioning to high school.

**Aboriginal education**

With our school numbers growing, the number of students identifying as Aboriginal or Torres Strait Islander has also increased to approximately 40 students. As such, this year, we have introduced several initiatives to celebrate indigenous culture and identify any students at risk in their literacy and numeracy and address these needs through in-school support, the development and implementation of Personalised Learning Plans and also participation in Aboriginal Workshops. In line with the Melbourne Declaration, our school aims to narrow the performance gap between indigenous and non-indigenous students in literacy and numeracy.

Our school has also worked closely with outside agencies to support student learning this year. Tharawal provided an on-site Speech pathologist to work with some of our Aboriginal Kindergarten and Year 1 students, with strategies employed being transferred to class programs.

The newly established Opportunity Hub (based in Campbelltown), worked with our Stage Three students around anger management and transitioning to high School.

We have also been fortunate to be supported by Kevin and Karen from *Magic Symbols*, who have donated student workbooks and DVD’s for sale to our community. These fabulous resources contain hundreds and hundreds of facts and activities around Aboriginal culture, healthy lifestyles and historical facts.

One of the main focus area this year, has been for our students to find out their ‘story’ as we want to ensure that all of our students know their identity and where they have come from.

Our students are proud to address assemblies and gatherings of members of the community with the *Acknowledgement of Country*. Our class and library programs continue to integrate Aboriginal perspectives

**Environmental education**

This year several students from Years 3 to 6 were responsible for caring for our school gardens.

At the end of 2013, we were lucky enough to add to our vegetable patch. We now have five gardens with constant produce. The students have taken on the responsibility for planting, watering, weeding, composting and harvesting. They have had great success in growing a variety of herbs and vegetables. To enjoy the fruits of their labour, the group also cooked and enjoyed delicious meals. When the crops were abundant, the children were able to raise money for the garden fund by selling to the staff. We have been watering the gardens using rain water from our tanks as we are conscious of how precious this is.

This year, we have been fortunate enough to work with Peter Dawe from Sydney Botanical Gardens. He shared his expertise about indigenous bush tucker and other native plants. With his help, the students established a small native species garden with the idea that this could become a ‘bush tucker’ garden in the future.

Peter also helped the group with a new project – a wall garden made from recycled milk bottles. The aim was to show students one of the creative ways that people can reuse and recycle. While the garden looks great, our challenge is to keep it from drying out during the warmer months.

**Multicultural education and anti-racism**

The school’s Learning and Support team (LAS team) has targeted 66% of our students who have a language background other than
English. Many of these were new arrivals to Australia, requiring intensive support in order to learn English and access the National Curriculum. Other students who speak English as an additional language have been involved in support programs which were negotiated and delivered by class and support teachers.

**Harmony Day and Parent Café**

In March we celebrated Harmony Day as a whole school event. This raised awareness and promoted respect for the diverse cultures within our school and highlighted the cohesive and inclusive nature of our society. In order to encourage inclusivity within our school, we continued with our Parent Café meetings once a term. These informal meetings provided opportunities for teachers and parents to develop relationships and learn more about the school, our education system and Australian culture. Topics covered this year have included: overviews of the stage 2 and 3 curriculum, how to help your children at home, different types of intelligence, water safety at the pool and the beach and online resources.

**Learning and Support**

The Learning Support Team is comprised of the Deputy Principal, school counsellor and the support coordinator. The team meets weekly to consider the needs of students who are experiencing difficulties in the classroom for any number of reasons. Referrals from teachers and parents are read and discussed, and action plans formulated in conjunction with relevant staff members such as class teachers and support teachers. These personnel are invited to meetings where they can provide input regarding the situation.

Funding support is available to students who have high support needs and are eligible for assistance above the $6000 mark. Support for other students is funded through the school’s global budget. This support is usually provided in the form of School Learning Support Officers working with students within the classroom.

Electronic copies of the minutes are taken at each meeting. These are made available to all staff via the school intranet and email. This facilitates clear, effective communication of the plans and processes for each student.

**Reading Recovery**

Reading Recovery is a research based early intervention program designed to reduce literacy failure for students in Year One. Reading Recovery identifies students experiencing reading and writing difficulties after their first year of school. It aims to accelerate student progress by providing intensive one to one teaching for 30 minutes per day (for a maximum of 20 weeks) supplementary to ongoing literacy activities in their classroom. The goal is for students to fully participate in the classroom program along with their average peers. Reading Recovery is based on a theory of learning that makes explicit the complexities of students’ literacy behaviours it relies on observational and interactive teaching skills.

This year 18 children completed the Reading Recovery Program with two Reading Recovery teachers. The progress of these children will be monitored for a further two years.

**Learning and Support Team (LAST)**

This team works in collaboration with the Learning Support Team. It is comprised of the support coordinator and support teachers who work within a particular grade or stage. In 2014 there is one support teacher for each of the following: Kindergarten, Year 1, Year 2, Stage 2 (years 3 and 4) and Stage 3 (years 5 and 6).

These teachers target students who are experiencing difficulties in learning or language, or both. In each stage many students have been identified as having learning difficulties. Special intervention programs have been implemented both within the class and in withdrawal groups in order to cater for the needs of these students.
**Multilit Program**

In 2014, fourteen students participated in the Multilit program. This intervention program targets students who are falling behind in reading. It teaches them phonics and sight words so that they can decode texts and improve fluency. Five students have successfully completed the program and are now working independently within their classes. Another seven students are still working on the program. Two students did not complete the program; one left the school and the other failed to progress, so other interventions were implemented.

**Fast Forward Program**

This reading comprehension program has again been utilised by stage 3 teachers in literacy programs. This assists students who are at risk of failure to achieve success in reading, comprehension, vocabulary and related skills.

**Speech Therapist**

This year we have had the benefit of a speech pathologist once a week to assess and work with students identified as having a need for assistance with speech in Kindergarten and Year 1. This has enabled students to gain skills which will help them progress in all aspects of school.

Throughout the year, there were 24 Kindergarten and 25 Year 1 students involved in the support program. Of these students, 63% of Kindergarten and 80% of Year 1 are now working at or above the targeted criteria.

This initiative will continue to be incorporated across the Early Stage 1 and Stage 1 grades during 2015.

**School planning and evaluation 2012—2014**

**School planning 2012-2014:**

School priority 1 - Literacy

Increase the level of overall literacy achievement for all students in line with state and regional targets

**Outcomes from 2012–2014**

During 2014, staff at Macquarie Fields Public School have ensured the effective implementation of the National English Curriculum utilising the K-6 English scope and sequence developed by the English committee. Staff continued to participate in professional learning around K-6 Literacy Continuum to ensure the effective use of PLAN tracking software. In addition, all members of staff participated in Phase 2 of the Focus on Reading (FoR) program focusing on reading texts and vocabulary strategies and this will continue into 2015. The introduction of mandatory guidelines for the implementation of English at Macquarie Fields Public School has led to a more consistent approach to English programming and session structure. Resources to support the increasing technology demands including Bug Club and digital texts are supporting our 21st Century Learners strategies and these will continue to operate across the school in 2015.

**Evidence of progress towards outcomes in 2014:**

- 49% of Kindergarten students achieved cluster 4 or above in Reading Texts
- 31% of Kindergarten students achieved cluster 4 or above in Comprehension
- 56% of Year 1 students achieved cluster 6 or above in Reading Texts
- 44% of Year 1 students achieved cluster 6 or above in Comprehension
- 46% of Year 2 students achieved cluster 8 or above in Reading Texts
- 33% of Year 2 students achieved cluster 8 or above in Comprehension
- In Year 3, 93% of students achieved at or above the minimum standard in NAPLAN Reading
• 100% of students in Year 3 achieved at or above the minimum standard in NAPLAN Writing
• 43% of Year 3 students achieved in the proficiency bands in NAPLAN reading, however this was 8% lower than our set target
• 54% of Year 3 students achieved proficiency in NAPLAN writing assessment
• 57% of Year 3 students achieved proficiency in NAPLAN spelling assessment
• 97.6% of Year 3 students achieved Band 3 or higher in NAPLAN writing assessment, a 1% increase on 2013 results
• 96.8% of Year 3 students achieved Band 3 or higher in NAPLAN grammar and punctuation assessment
• 39% of Year 3 students achieved cluster 9 or above in Reading Texts
• 22% of Year 3 students achieved cluster 9 or above in Comprehension
• 21% of Year 4 students achieved cluster 10 or above in Reading Texts
• 16% of Year 4 students achieved cluster 10 or above in Comprehension
• In Year 5, 92% of student achieved at or above the minimum standard in NAPLAN reading, decreasing 6% on 2013 results
• Maintaining a similar achievement in NAPLAN reading in Year 5, 25% of students achieved proficiency in this area
• 96% of students achieved growth between Year 3 and Year 5 NAPLAN reading, however only 64% of student achieved greater than or equal to expected growth which is 8% below targets set
• 71% of students achieved greater than or equal to expected growth between Year 3 and Year 5 NAPLAN writing

• 98% of students achieved greater than or equal to expected growth between Year 3 and Year 5 NAPLAN spelling
• Increasing the percentage of Year 5 students achieving in the proficiency bands in NAPLAN writing from 21% in 2013 passed the 2014 target of 22% to 23% this year
• 40% of Year 5 students achieved cluster 11 or above in Reading Texts
• 32% of Year 5 students achieved cluster 11 or above in Comprehension

School priority 2 – Numeracy

Increase the level of overall numeracy achievement for all students in line with state and regional targets

Outcomes from 2014

In 2014, Macquarie Fields Public School staff worked to improve student outcomes in Mathematics with the implementation of a new whole school scope and sequence supporting the National Curriculum. The Targeted Early Numeracy (TEN) program was implemented into Stage 2 to support the early arithmetic strategies of students working below stage appropriate levels and it continues to be implemented across Early Stage 1 and Stage 1. Minute Maths continued to be an integral part of our mathematics programs across the school, with ongoing improvement in the automatic recall of number facts.

Evidence of progress towards outcomes in 2014:

• 21% increase in automatic recall of number fact based on the implementation of the Minute Maths program
• Based on results achieved after the implementation of the Targeted Early Numeracy (TEN) program, 20% of students moved to the Facile level and only 2% of Kindergarten, Year 1 and 2 students are still in the Emergent stage.
• 85% of students in Year 3 achieved Band 3 or higher in NAPLAN Numeracy assessment
• 34% of Year 3 students achieved proficiency in the Year 3 NAPLAN Numeracy assessment
• 65% of Year 3 students were placed in the top 3 bands in the NAPLAN Numeracy assessment
• 58% of students in Year 5 achieved within Band 6 or higher in the NAPLAN Numeracy assessment, 8% higher than our set target
• 96% of Year 5 students achieved growth between Year 3 and 5 in the NAPLAN Numeracy assessment, with 63% achieving greater than or equal to expected growth
• Our school growth in Mathematics was 108.9 scaled points which was above the State which was 88.7 points. There were however 36.7% of our students who did not achieve the expected growth.
• 100% of classes are implementing the whole school scope and sequence that gives full coverage of the National Curriculum

School priority 3 – Student Engagement (Technology)
Increase student technology skills with greater implementation of Macquarie Fields Public School information communication technology (ICT) scope and sequence

Outcomes from 2012–2014
During 2014 the Technology Team maintained fully functioning technological devices throughout the school. Through doing this, all classrooms consist of a working Interactive Whiteboard with at least 1 student desktop computer and a class set of XO laptops. All classes were given sustained access to a computer lab with 30 operative desktop computers, 1 Interactive Whiteboard and a mobile computer lab consisting of 16 working laptops. Also, the school invested in whole school wireless access for server and internet connection. These have worked to improve the efficiency and engagement of Information Communication Technology (ICT) and Cross Key Learning Area lessons that incorporate ICT skills.

The technology team provided a series of differentiated professional learning sessions for teachers on the use of the Connected Classrooms including booking a virtual excursion, how to update the school website, including embedding Bubble.us and Photo Peach files and the sign-up and use of the School Parents website. During these sessions, the teachers were involved in rich, professional dialogue about Technology and its importance of using it within the classroom and community experiences. This contributed to the improved levels of student engagement and integration of Technology into teaching and learning across all key learning areas.

Our achievements include:
• Replacement of older desktop computers in classrooms
• Installation of whole school wireless network
• An average of 1400 ‘hits’ on the school website each week
• Purchase of XO laptops - 1 per child
• Involvement in the development and use of the School Parents website
• Installation of Literacy and Numeracy software programs onto desktop computers
• Purchase of 1 mobile laptop lab

TARGET 1: Increase the ‘hits’ on the school website by a further 25% to an average of 2000 ‘hits’ per week

Through 2014 we provided ongoing technology workshops to develop staff skills and knowledge. The school website was updated regularly with notes and newsletters to support the connection between school and home.

Evidence of progress towards outcomes in 2014:
• Hits on our school website reached an average of 1400 hits per week
• High staff attendance at technology professional learning sessions

TARGET 2: Increase average student usage of technology to an average of 90 minutes per week minimum with an additional 3.5 hour exposure per day (i.e. IWB)

The computer lab, laptop and XO devices were maintained to ensure technology was readily available to all students across the school. Timetabling was efficiently managed to ensure classes we able to access the lab on a weekly basis. Teachers engaged in developing a shared folder of interactive resources to improve the inclusion of technology and interactive lessons as part of quality teaching and learning programs.

Evidence of progress towards outcomes in 2014:
• Bookings for the use of computer lab, laptop trolley and AV room increased on previous years
• There was an increase in the number of files being uploaded into the technology folder
• Programming of various uses of technology were evident within every class teaching and learning program

TARGET 3: 95% of students achieving appropriate ICT skills

Throughout 2014, stages worked collaboratively to develop teaching and learning programs that ensured students worked through outcomes within our school scope and sequence. The scope and sequence was implemented across all classrooms with new and innovative technology including XOs and interactive devices.

Evidence of progress towards outcomes in 2014:
• All students participated in stage based technology assessments where results were collated and determined a need for increase technology within teaching and learning programs
• A survey of the staff showed 100% of staff are implementing the school technology scope and sequence

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school modified the evaluations of our practice and curriculum to support the development of our new strategic directions.

Background

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Throughout 2014 triangulated evidence was gathered from across our whole school community, seeking feedback from students, staff and parents/carers regarding our school’s strengths and suggestions for future planning.

This data was gathered through: surveys; discussions; suggestion boxes; formal and informal meetings including but not exclusively: staff meetings, parent/teacher meetings; P&C Meetings; Student Representative Council meetings and team meetings.

Findings & Conclusions

Based on the evidence gathered, our whole school community had input into the development of three transformational strategic directions for implementation over the next three year cycle from 2015 – 2017 inclusively. These directions are intended to ensure that our students and teachers are well equipped to meet the challenges of 21st Century learning which is critical in the current global climate.

Our main strengths were identified as our school providing a quality learning environment with high expectations where all students have the opportunity to achieve and access the full range of curricular and extra-curricular activities.

The quality of teaching and student welfare programs is also highly valued and the
effectiveness of this is measured by the successes of our students in the academic arena, sporting achievements and the creative arts.

Our school recognised genuine concern for each individual student and providing opportunities for each child to access the curriculum at their point of need was also noteworthy, along with the recognition of the positive input across the school from our Learning and Support Team.

Our community unanimously agreed that our school provides excellent opportunities to integrate technology throughout the curriculum. The provision of interactive whiteboards, desk tops, a fully equipped computer lab and individual student XO laptops ensures that all students have ready access to technology to support their learning.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and students and indicated they were satisfied with the programs carried out at Macquarie Fields Public School, ensuring the learning was at the appropriate level for students. The school community feel they are welcomed into the school and provided with opportunities to be involved in their child/s learning.

Both students and parents continue to be extremely happy with the numerous opportunities and activities available to them.

**Future directions**
- Future directions from surveys:
  - Improved toilet and water facilities including bubblers installed in Area A.
  - Development of our Creative Arts classroom programs to include more art, singing, inclusion of musical instruments within the programs
  - Improve the playground areas and include playtime on the equipment and soccer or football goals
  - More computers in the library that all students are able to use to find information during lessons
  - Lunch time groups that include drama and art clubs

**Future Directions**

**2015 – 2017 School Plan**

In order to further facilitate the high quality delivery of the curriculum to ensure that student learning is differentiated, one of the directions collectively agreed upon is around teacher quality and leadership capacity using the Australian Standards. The positive impact of teacher performance is critical.

The provision of formative assessment to inform teaching and learning is another major focus and ensuring that the development of collaborative problem-solving and effective integration of technology underpins student learning across the school.

As such, these directions have been collaboratively developed for implementation:

**Strategic Direction 1**

A dynamic and quality learning environment with effective formative assessment

The purpose of this strategic direction is provide consistent, innovative and sustainable programs and practices to equip students with the necessary literacy and numeracy skills to be confident and successful learners who take ownership of their learning.

This direction will be achieved by:

1. Building staff capacity in implementing and reflecting upon the use of formative assessment, learning intentions and success criteria to
effectively improve student outcomes and understanding of the learning

2. Building staff capacity to implement the new curriculum and school based priority programs including Literacy, Learning and Language (L3), Focus on Reading (FOR) and Targeted Early Numeracy (TEN).

3. Ensuring the collaborative planning and differentiation of programming in literacy and numeracy using the Quality Teaching elements and strategies

4. Reviewing and implementing effective school programs, further developing staff understanding and quality pedagogy

5. Using student assessment data to effectively inform and improve school curriculum and assessment practices

6. Ensuring consistent exchange of educational and student welfare data across the school, improving teacher collaboration, student knowledge and community connection

**Strategic Direction 2**

Students develop skills as 21st Century Learners

This strategic direction is aimed to provide opportunities for all students to think deeply as innovative and creative learners who make sense of their world through collaboration, communication, problem solving and creative use of technology.

This direction will be achieved by:

1. Building staff capacity to develop 21st Century learning skills in students and enhancing teaching and learning programs to house a Self-Organised Learning Environment (SOLE) whilst developing deep thinking students who are innovative and creative.

2. Implementing staff professional learning to embed technology use as a collaborative tool to achieve student connectedness, supporting the development of innovation and creative learners.

3. Continually maintaining the supply and access to technology devices, including mobile and portable devices, providing students with opportunities to use a range of technologies that foster successful lives in the 21st Century

4. Supporting students educational programs between the home and school through the use of online technology with both synchronous and asynchronous learning opportunities

**Strategic Direction 3**

High quality pedagogy and Leadership Capacity of all Staff Using the Australian Professional Standards

To achieve this purpose, we will work collaboratively as a learning community where knowledge and experience are shared, using the Australian Professional Standards to improve pedagogy, develop leadership capacity and improve student outcomes.

This direction will be achieved by:

1. Developing reflective and evidence-based practices using the Australian Professional Standards through the application of the Quality Teaching Framework and development of Performance and Development Plans (PDPs)

2. Building proactive active learning alliances with the Glenfield community of schools

3. Implementing staff professional learning, using the Australian Professional Standards utilising targeted programs for teachers requiring accreditation, probationary teachers, Early Career Teachers and teachers who are experiencing difficulty

4. Implementing executive training in AITSL leadership profile and Australian Professional Standards. Leaders will
support the implementation of the PDP Framework, assisting aspiring leaders through the provision of coaching and mentoring support.

5. Building the capacity of non-teaching staff to manage systems change process through targeted professional learning, job sharing and the establishment and maintenance of a professional learning community.

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.

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Karen Miller – Deputy Principal
Kellie Stojanovic – Deputy Principal (Rel)
Greg Tyler – Assistant Principal
Cassandra Dowdell – Assistant Principal (Rel)
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: