2010 Annual School Report
Morisset Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
There are approx. 230 students enrolled at Morisset Public School (MPS). The majority of our students live within the drawing area. Student enrolments have remained stable in recent years.

Staff
MPS has a diverse, experienced and committed teaching staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
- Centre 4 Excellence (C4E)
- Aboriginal Education
- Multicultural Education
- You Can Do It!
- Connected learning
- Best Start
- Reading Recovery

Student achievement in 2010
NAPLAN – YEAR 3 - 97% of students achieved at, or above, minimum standard in reading and numeracy. ALL students achieved at, or above, minimum standard in writing.
NAPLAN – YEAR 5 - 90% of students achieved at, or above, minimum standard in reading. 100% achieved at, or above, minimum standard in writing. 97% achieved at, or above, minimum standard in numeracy and spelling.

Messages
Principal’s message
In 2010, MPS was designated as a C4E. This was a wonderful recognition of the work of the teachers, support staff, students and their families. The school received $50,000 in funding and attracted additional staff in the form of a Highly Accomplished Teacher and paraprofessionals to assist teachers in the classroom.

Building works were also completed with Federal government funding and the school now boasts a new technology room and general purposes room with disabled facilities and two COLAs (Covered Outdoor Learning Areas). There was also extensive maintenance and refurbishment work undertaken and the school facilities are now in very good condition.

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.
Ann-Maree Kelly - Principal

P & C and/or School Council message
Firstly I would like to thank the P & C members and the team of parents/carers who have given up their time to attend meetings and who have put in time and effort into fundraising.

I would also like to thank the many local businesses who have donated to our raffles. The P & C have worked closely with the Principal to achieve our goals of improving the school’s resources. Our major achievement for the year was to donate $10,000 to the school towards installing Interactive White Boards in every classroom.

On behalf of the P & C, I would like to thank the Principal, teachers and staff at MPS for their ongoing support throughout 2010.
Rebecca Harridge - P&C President

Student representative’s message
MPS provides many opportunities to participate in activities such as dance, sport and drama throughout the year.

Our school parliament encourages students to have a say in many ongoing events. Cabinet and shadow cabinet ministers have organised sporting, cultural, educational and fundraising events for the school.

The school musical, “Showtime”, was the highlight of our cultural year with the students from Kindergarten to Year 6 involved. It was a challenging and exciting experience to perform a play written by one of our school teachers. Thanks to our magnificent educators, parents, and student assistants for their support and perseverance during this hectic year.

Jessica Horton and Georgie Ransom 2010
School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Yr</th>
<th>K</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Tot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>31</td>
<td>33</td>
<td>29</td>
<td>31</td>
<td>31</td>
<td>35</td>
<td>34</td>
<td>224</td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>31</td>
<td>30</td>
<td>36</td>
<td>32</td>
<td>29</td>
<td>35</td>
<td>226</td>
</tr>
<tr>
<td>2009</td>
<td>30</td>
<td>31</td>
<td>31</td>
<td>29</td>
<td>32</td>
<td>37</td>
<td>27</td>
<td>217</td>
</tr>
<tr>
<td>2010</td>
<td>37</td>
<td>30</td>
<td>27</td>
<td>33</td>
<td>31</td>
<td>32</td>
<td>42</td>
<td>232</td>
</tr>
</tbody>
</table>

Management of non-attendance
At MPS, good attendance is recognised and rewarded. Parents are kept informed about policies and procedures. Any non-attendance issues are addressed immediately.

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 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1G</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3W</td>
<td>2</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>2/3W</td>
<td>3</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>3/4L</td>
<td>3</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4/5K</td>
<td>5</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4-6N</td>
<td>4</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>4-6N</td>
<td>5</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>4-6N</td>
<td>6</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>K/1B</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1B</td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes
We had four straight classes and 5 composite classes in 2010. One of these classes was our independent learners’ class for Years 4, 5 and 6.

Student attendance profile (%)
Attendance levels are consistently at or above state mean.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>95.8</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>95.5</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>96.2</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>95.1</td>
<td>96.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>96.2</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>94.7</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>94.4</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>94.7</td>
<td>95.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

| State DET | K    | 94.3 | 94.7 |      |
|          | 1    | 93.7 | 94.2 |      |
|          | 2    | 94.0 | 94.4 |      |
|          | 3    | 94.1 | 94.5 |      |
|          | 4    | 94.0 | 94.5 |      |
|          | 5    | 94.0 | 94.4 |      |
|          | 6    | 93.6 | 94.0 |      |
| Total   | 94.0 | 94.1 | 92.1 | 94.4 |
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Itinerant Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.322</td>
</tr>
<tr>
<td>C4E – Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>C4E – Paraprofessional (Education)</td>
<td>0.6</td>
</tr>
<tr>
<td>C4E – Paraprofessional (Technology)</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.122</strong></td>
</tr>
</tbody>
</table>

There is one Aboriginal classroom teacher.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</table>

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income $</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>163437.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>149992.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>184555.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89561.26</td>
</tr>
<tr>
<td>Interest</td>
<td>7318.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11356.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>606222.59</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>27162.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>40984.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>32834.16</td>
</tr>
<tr>
<td>Library</td>
<td>4673.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1503.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>211577.38</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26533.39</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47368.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>N/A</td>
</tr>
<tr>
<td>Utilities</td>
<td>28083.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19153.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10990.34</td>
</tr>
<tr>
<td>Capital programs</td>
<td>33190.91</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>484055.36</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>122167.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
**School performance 2010**

**Achievements**

**Arts**

Students from MPS participated in Starstruck and the Westlakes Performing Arts Festival in 2010.

Throughout 2010, the choir program continued with our junior and senior choirs performing at a number of events including the grand opening of Woolworths (Morisset), ANZAC ceremony and assemblies throughout the year. Our choirs were guided and conducted by Miss Anna-Lee Webeck and Mrs Lorraine Garland.

**Sport**

At MPS, we offered a wide range of sporting opportunities for our students.

Our students participated in a host of gala days, knockouts and trials including: Netball, Cricket, Tennis, Swimming, Rugby League, Football, AFL, Softball, Cross Country, Athletics, Lawn Bowls and more.

- Students, eight years and older, were involved in our annual swimming carnival. 20 students represented our school at the PSSA zone carnival.
- Students K-6 participated in the annual school cross country championship. 30 went on to represent our school at the zone carnival. Two students progressed to the regional carnival.
- Students K-6 competed in the school athletics carnival with 36 athletes representing at zone level. Five students competed at the regional level.
- We had a large number of students representing Westlakes PSSA in 2010. Two students represented the Hunter PSSA team in athletics with one going on to represent NSW.

**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 these 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)
Literacy – NAPLAN Year 3 (cont.)

Spelling

Percentage of students in bands:
Year 3 spelling

Grammar and Punctuation

Percentage of students in bands:
Year 3 grammar and punctuation

Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

Spelling

Percentage of students in bands:
Year 5 spelling

Literacy – NAPLAN Year 5

Reading

Percentage of students in bands:
Year 5 reading

Writing

Percentage of students in bands:
Year 5 writing

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Spelling

Percentage of students in bands:
Year 5 spelling
Literacy – NAPLAN Year 5 (cont.)

Grammar and Punctuation

Percentage of students in bands: Year 5 grammar and punctuation

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 5 numeracy

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Progress in literacy

Average progress in reading between Year 3 and Year 5

- School
- SSG
- State DET

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

- School
- SSG
- State DET

Average progress in writing between Year 3 and Year 5

- School
- SSG
- State DET

Average progress in spelling between Year 3 and Year 5

- School
- SSG
- State DET

Average progress in grammar & punctuation between Year 3 and Year 5

- School
- SSG
- State DET
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

MPS supports a very small number of Aboriginal students. In 2010 a Personalised Learning Plan (PLP) was developed for every Aboriginal student in consultation with parents, students and teachers. Social, academic and cultural goals were set for all Aboriginal students.

Students celebrated NAIDOC Week with a day of cultural activities being presented across all classrooms. Students rotated around classrooms, participating in a variety of Aboriginal cultural activities which included art, dance and Dreaming stories.

The mentoring program for Aboriginal students transitioning from Year 6 to Year 7 at Morisset High School continued throughout 2010. MPS teacher, Mr Rodney Groves, continued in his role as the mentor for the students.

As part of the C4E initiative, the local Aboriginal Education Consultant Group (AECG) were invited to the school to assist in developing Aboriginal education programs. These programs aim to educate and celebrate local Awabakal culture. The Awabakal teaching and learning units, assessment tasks and rubrics incorporated Bloom’s Taxonomy and Gardner’s Multiple Intelligences approach to programming, catering for a wider range of student learning styles in the classroom. We appreciate the assistance of the members of our local AECG and Ralph Pirozzo and look forward to the implementation of the Awabakal program in classrooms K-6 during 2011.

Multicultural education

Students from MPS participated in Harmony Day to raise multicultural awareness across the school. Students and staff came dressed in colours from their family’s cultural heritage and participated in whole school activities to promote ‘Getting Along’ together while classroom programs focused on encouraging tolerance and understanding of all cultures.

The current trained Anti-Racism Contact Officer (ARCO) is Mrs Wendy Boyd. She responds to any incidences of racism and shares strategies with staff who are aware of this intolerance. Mrs Boyd also has attended ARCO network meetings.

The school’s scope and sequence has multicultural perspectives embedded into its integrated units.

Respect and responsibility

The You Can Do It! program continued to be implemented at MPS during 2010 in order to teach social emotional competencies. Further teacher training and resources have been updated to support classroom practice and provide relevant material for teaching programs. The school rules are “Respect people, places and possessions and take responsibility for your own actions”.


Our school licence system continued to be monitored and evaluated this year. Students who retained their gold licence were recognised and rewarded through regular gold licence events, both at classroom and whole school level.

**National partnership programs**

In September 2009 MPS was designated as a C4E for 2010 and 2011. This accolade was recognition of the efforts of the teachers and students to achieve and maintain outstanding academic results. As a result, the school attracted two additional equivalent full time positions, a Highly Accomplished Teacher (HAT), Lucie Vandeven, and two part-time Paraprofessionals, Suzanne Warry and Morton Matlab.

Under the C4E National Partnership (NP), MPS is a spoke school assisting and supporting five other schools (known as Hub schools). These are Barnsley PS, Nord’s Wharf PS, Wangi Wangi PS, Dora Creek PS and Cooranbong PS. Another component of this initiative is to establish an external partnership with the University of Newcastle. This has resulted in a large number of interns and practicum students completing their practical experience at MPS and the establishment of an initiative to provide micro skills teaching access for first year education students.

During 2010 - 2011, MPS is utilising the HAT position to model high quality teaching to colleagues across the hub and spoke schools and to lead other teachers in the development of quality programs with a clear focus on explicit teaching using the Quality Teaching Framework. The HAT plans and teaches closely with staff and paraprofessionals and assists and supports New Scheme Teachers to achieve accreditation through the NSW Institute of Teachers.

**Connected learning**

During 2010 our school had a connected classroom installed as well as interactive whiteboards in every classroom. This has enabled our teachers and students to explore curriculum through an engaging and interactive way. Some of our classrooms have even been able to participate in a virtual excursion to the Great Barrier Reef or a science lab where they were instructed how to carry out science experiments. Staff have also used this connected classroom to attend video conferences. This has allowed teachers to attend professional development training and meetings with staff from other schools.

**Best Start**

2010 was the first time that Best Start had been implemented at MPS. Best Start is a new government initiative to increase support for the teaching and learning of literacy and numeracy for our youngest students. The tests were administered to students at MPS individually, both prior to starting school and in the first week of Term 1.

The Best Start literacy and mathematics assessment helped Kindergarten teachers develop effective learning programs that build upon what students know and can do when they start Kindergarten. This data was collected in order to determine the students’ prior learning before beginning Kindergarten. Students were assessed again at the end of Term 2 using the Best Start continuum for the seven aspects of Literacy. Students will continue to be assessed at the end of each term during Kindergarten.

**Reading Recovery**

The Reading Recovery program continued in 2010. Reading Recovery supports Year 1 students who are experiencing difficulty learning to read and write after one year at school. The program supplements comprehensive classroom instruction by providing a variety of reading and writing experiences at students’ instructional level.

Mrs Jane Sylvester completed her Reading Recovery Training in 2010 and all students on the program last year successfully completed the program. Mrs Wendy Boyd will begin her Reading Recovery training during 2011-2012.
Progress on 2010 targets

Target 1

**Literacy: 42% of Year 3 and Year 5 students will be represented in the proficiency bands for reading.**

Target = Though our high expectations were not met, we achieved some pleasing results.

Our achievements include:

- 33% of Year 5 students were in the proficiency bands. 26% of which achieved the highest band for reading.
- 27% of Year 3 students were in the proficiency bands for reading.
- The average mark for Year 5 students in our school were above state average.

Target 2

**Numeracy: 40% of Year 3 and Year 5 students will be in proficiency bands for numeracy.**

Target = Though our high expectations were not met, we achieved some pleasing results.

Our achievements include:

- The school average for numeracy in Year 3 from 2008-2010 is above state average.
- 20% of students in Year 5 were in the proficiency bands for numeracy.
- 97% of Year 3 and Year 5 students were at, or above minimum standard in numeracy.

Target 3

**Connected Classroom established and all teachers utilise this resource as a regular part of their teaching and learning programs.**

Target = achieved and exceeded

Our achievements include:

- Installation of Interactive Whiteboard (IWB) technology into every classroom.
- Employment of a Technology Learning Facilitator who has improved the functionality and reliability of technology across the school.
- All teachers were utilising IWB’s in their teaching and learning programs. This increased student engagement.

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 a situational analysis of our school in preparation for the school’s participation in the Low SES National Partnerships Program from 2011-2014.

Educational and management practice and Curriculum

Background

In 2010, we conducted a situational analysis in preparation for our participation in the Low SES NP in 2011.

During this process we conducted surveys, interviews, focus groups and analysed documents and data.

Findings and Conclusions

Enrolments

Since being designated as a C4E for 2010 and 2011, there has been a slight increase in student enrolments and a larger interest from families outside the area. Projected enrolments for 2011 anticipate a further increase which may result in the establishment of a tenth class.

Centre for Excellence

During 2010, MPS employed a HAT under C4E. While having a number of roles in the school, a large focus of the HAT role has been on TPL including QTF, Boys Education, CTJ, Spelling and ICT integration, all which are school targets and in the C4E plan. An in-school TPL delivery model was established and this has enabled classroom teachers to remain on their class thus providing routine for their students, while receiving the benefits of ongoing professional learning. Teacher surveys have indicated high support for the role the HAT to support differentiation in the classroom through development of lesson plans and team teaching. Teachers found the establishment of stage based assessment tasks beneficial for CTJ. All teachers stated that development of their ICT skills for classroom application was a high priority.

Partnerships with the University of Newcastle have been established to enhance teacher quality.
in pre-service training. This resulted in the establishment of MPS as a focal point for teacher training through practicum and internships. The HAT also provides assistance for New Scheme Teachers to attain and maintain accreditation and provides a valuable link to the Institute of Teachers. All New Scheme Teachers surveyed in the hub and spoke schools indicated this was highly valued.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about communication between the school and parents. Their responses are presented below.

Parents and carers reported a range of ways in which the school is successful:

- They appreciated the dedication of particular staff members in communicating to them via email.
- They valued the term calendars and upcoming events in the newsletter.
- There was a strong support for the principal’s report in the newsletter and they enjoyed reading the student names (awards, achievements, etc).
- Some parents believed that the behaviour licence system was extremely effective and that good behaviour was valued and celebrated.
- 50% of parents surveyed felt that school communication between parents and school was adequate and open but also that there was room for improvement.
- 61% of parents felt that they were well informed about their child’s social and academic progress.
- Some parents voiced that MPS is a good quality school.
- Parents indicated high interest in parent information sessions on a variety of topics.
- Parents believed that the links on the school website to online resources were beneficial.
- While the majority of parents stated that the school website was a great initiative, they preferred to receive a hard copy of the school newsletter.

Parents suggested a range of areas in which they could work in partnership with the school to help improve teaching and learning:

- Some parents indicated that they would be prepared to assist in classrooms and at school events more often.
- Parents would like to see more student academic information in the school’s newsletter and a regular term calendar.
- Parents valued information about student excursions, including photos and examples of student work in the school newsletter and on the school website and requested more of this content.
- Individual class updates would be welcomed. It was suggested that this information could be included on the school website.
- Parents least valued the advertising in the schools newsletter.
- Most parents felt that we could improve teacher / parent communication through posting individual class newsletters, excursion notes, photos, rich tasks and projects on the website, sending regular emails and holding regular parent sessions.
- Some parents indicated a need to have more of formal and informal time with their teachers - both with and without the students.
- There was a general consensus that parents needed more notice for upcoming events.
- Parents would like to be notified when their child has received medical attention in sick bay.

Professional learning

Ongoing professional learning is a significant and important part of planning for teaching and learning. At MPS all teachers and SASS staff participate in regular professional learning.

During 2009/2010 100% of Teacher Professional Learning (TPL) funds were expended, supplemented by a further 4.4% of global budget funds.

<table>
<thead>
<tr>
<th>During 2009/2010 TPL was allocated as follows:</th>
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<tbody>
<tr>
<td>Beginning teachers</td>
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<tr>
<td>ICT</td>
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<tr>
<td>Literacy and Numeracy</td>
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<tr>
<td>Quality Teaching</td>
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<td>Syllabus</td>
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<td>Career Development</td>
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<td>Welfare</td>
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<td>LAT</td>
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School development 2009 – 2011

Targets for 2011

**Target 1:**
40% Year 3 and Year 5 students will be in proficiency bands for all areas of Literacy

*Strategies to achieve this target include:*

- Analysis of 2010 NAPLAN data to determine specific areas for improvement.
- Professional learning and implementation of Accelerated Literacy program.
- Programs developed for the explicit teaching of all areas of literacy based on performance data.
- Improved student/teacher ratio achieved by the employment of additional CRT.
- Purchase and maintenance of quality resources to support teaching and learning programs in literacy such as class sets of novels, school magazine and home readers.
- Speech Therapist contracted to identify and assess students and to provide assistance and professional learning for SASS, teachers and parents.
- Professional learning for teachers and SASS on aspects of literacy.
- Parent education sessions in all areas of literacy and establishment of adult literacy groups.
- ICT evident in classroom practice supported by Technology Learning Facilitator. Technology Learning Centre established.

*Our success will be measured by:*

- Students will meet regional targets for reading in Kindergarten, Year 1 and Year 2.
- Year 5 and Year 3 students will meet national minimum standards in literacy.
- Year 3 and Year 5 students will achieve at or above regional proficiency targets (Bands 5 and 6) for Literacy.
- QTF is evident in lesson studies, programs and lesson differentiation.

Interactive whiteboards are utilised in all classrooms consistently and documented in programs.

**Target 2:**
40% Year 3 and Year 5 students will be in proficiency bands for Numeracy

*Strategies to achieve this target include:*

- Analysis of 2010 NAPLAN results to determine specific areas for improvement.
- Improved student/teacher ratio achieved by the employment of additional CRT.
- Explicit teaching of Numeracy based on syllabus outcomes and targeted Numeracy areas as identified in 2010 NAPLAN Data.
- Review of mathematics scope and sequence and trial of new programs.
- Purchase and maintenance of quality resources to support teaching and learning programs in numeracy.
- TPL will focus on teaching of Numeracy.
- Parent education sessions in all areas of numeracy.
- ICT evident in classroom practice supported by Technology Learning Facilitator. Technology Learning Centre established.

*Our success will be measured by:*

- NAPLAN results indicate students at or above regional proficiency targets in Numeracy.
- Year 3 and Year 5 students will meet national minimum standards in numeracy.
- Mathematics scope and sequence reviewed and trialled for implementation.
- Best Start Numeracy outcomes inform teaching and learning programs.
- IWBs are utilised in all classrooms consistently and documented in programs.
**Target 3:**
Enhanced communication and engagement between the school and community.

Strategies to achieve this target include:
- Establishment of quality learning environments (internal and external) that take into account the gender, background and experiences of the school community.
- Community Liaison Officer (CLO) employed to facilitate parent/community involvement.
- Additional teacher position established to develop and maintain boys’ and girl’s education and related programs.
- Induction and professional learning schedule developed for all newly appointed teachers focussing on the Quality Teaching Framework.
- TPL will focus on Boys’ and Girls’ Education and QT.
- ICT evident in classroom programs to engage and support students.
- PLPs developed for all Aboriginal students.
- Community resources identified and utilised to support school programs.
- A schedule of parent learning/information sessions in literacy, numeracy and social emotional learning developed and presented.
- Technology utilised (e.g. School website, emails. Moodles, blogs and VC) to improve communication.

Our success will be measured by:
- Aboriginal perspectives and gender equity embedded into classroom programs.
- Learning areas established and maintained that are responsive to the needs of the community.
- High boys’ and girls’ participation and engagement in the classroom and extra curricula programs
- ICTs are utilised in all classrooms consistently and documented in programs.
- Improved attendance data for all students and Aboriginal students’ attendance will be on parity with all students.
- Parent surveys will indicate increased satisfaction with home / school communication.
- Increased community participation in school programs.
- High parent participation in workshops, education seminars and other programs.

**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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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: