2010 Annual School Report
Marrickville West Primary School

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

Students
At any one time there were around 265 students from 190 families enrolled at Marrickville West Primary School. Our school community reflects the social and cultural diversity of Sydney’s inner western suburbs.

Staff
Learning at Marrickville West is enriched by a talented, mature and committed teaching staff. Our 2010 staffing allocation included eleven classroom teachers (three assistant principals) and the equivalent of eight full-time specialist and support staff.

Increasing student enrolment numbers allowed us to appoint a third Assistant Principal in 2010. Staff, parents and the community were involved in this merit selection process.

All members of the school’s teaching staff meet the professional requirements for teaching in NSW Public Schools.

Community
Our school boasts a positive and active parent community and enjoys productive partnerships with local council and other support agencies.

The community centre on site, Connect Marrickville, provides a supported avenue for families to become involved in activities at the school when their children are still very young.

The school, Parents’ and Citizens’ Association (P&C) and Connect Marrickville work together to create a safe, challenging and successful educational environment where students and families are welcomed, valued, included and supported.

Significant programs and initiatives
Marrickville West receives Priority Schools Funding which is used to support an Enrichment Program for all students, Extension Programs for gifted and talented learners and additional learning support for all students in Literacy and Numeracy.

As a community-centred school, we prioritise programs and events that enhance quality learning for our students while promoting deeper understanding, respect and links between local families, communities and school.

Connect Marrickville is a “Schools as Community Centre” based on our grounds and funded through Families NSW. It works with the school and other local services to build capacity, connections and strong foundations for children 0-8 years of age.

School led programs in 2010 (in addition to the mandatory curriculum) included:

- Languages other than English (Arabic, Chinese and Vietnamese)
- Kindergarten Transition-to-School Program
- Norta Norta (Learning Support for Indigenous Students)
- Community partnerships and volunteer programs to enhance student learning e.g. SPARK (corporate volunteer reading program), Compass (Sydney University), Drama in Schools (ATYP - Australian Theatre for Young People)
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Premier’s Leadership in Sport Program
- Specialist music lessons for all students
- Recorder Ensemble and Senior Choir performance in Sydney Region Schools Concert program at the Opera House
- Community Garden Project
- Waste Watchers (Marrickville Council)
- Road Safety, Child Protection and Crime Prevention Programs (in partnership with Marrickville Police Youth Liaison Officer)
- Sports Skills and coaching programs (Cricket Association, NRL, Netball
Australia, South Sydney Football Club, AFL Association and Sydney Swans)

- Modern Dance Group, Aboriginal Dance Program, Cultural Dance Groups
- Chess club.

Student achievement in 2010
Individually and in context, students in Years 3 and 5 performed very well in NAPLAN testing.

On average, the performance of each cohort in both Literacy and Numeracy was close to or above the State average. Year 5 performed particularly well, out-performing the state and/or “similar” Australian schools in every subtest (as measured by percentage of students in top two performance bands).

“Growth data”, arguably the most significant indicator of school and student learning success, measures the improvement in performance between Year 3 and Year 5.

NAPLAN growth data for 2010 shows that the rate of improvement in grammar, spelling and writing for students remaining at Marrickville West between Year 3 and Year 5 was significantly above the state average. The growth rate for numeracy was within 5% of the state average. For reading it was slightly lower. In both reading and numeracy however, Year 5 at Marrickville West achieved a significantly higher average mark overall than students in the rest of the state and in similar schools across the nation.

Messages
Principal’s message
Marrickville West Primary School continues to “work as one” with our families and community to provide a quality education in an inclusive and supportive environment.

Student enrolments continued to rise in 2010 and additional teaching staff were appointed as a result.

In general, the results of NAPLAN national testing show significant academic gains by students between Years 3 and 5 as measured by test “growth data”. Year 5 students in particular, also achieved admirable results when compared with data for the state and similar schools.

Students, staff and families can be especially proud of their achievements in 2010. We witnessed champion performances on the sporting field, in the Moran Photography Competition, on stage in the Australian Theatre for Young People’s performance space at The Rocks and in the University of NSW academic competitions. The school’s contribution to the social and cultural capacity of families and young people in our community was recognised with a special commendation in the annual Community Harmony Awards.

Marrickville West continues to strive for improvement and shows strong signs of success. This report contains an overview of that success.

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

Ruth Bradfield Ling
Principal
P & C and/or School Council message
The Marrickville West Primary School Parents’ and Citizens’ Association (P&C) works closely with staff and students to improve the school’s teaching, learning and social experiences. The P&C has continued to grow and develop over the last year. Our major fundraising activities in 2010 included:

- running Cafe West which makes lovely coffee for parents, visitors and staff daily
- three fundraising barbeques and cake stalls, at the Federal Election, Dance Around the World festival and Bunnings
- Mothers’ and Fathers’ Day gift stalls
- a monthly second-hand uniform stall.

Funds from these ventures were spent on projects, including:

- employing a canteen manager who runs the school canteen five days a week
- purchasing four computers for the school library, a colour printer/scanner for the computer room and six digital cameras for use in the classrooms
- contributing to the school’s Mathletics subscription
- contributing money towards the Years 5-6 involvement in the Australian Theatre for Young People’s drama program
- buying reward books for the Student Reading Encouragement Program
- commissioning landscaping plans for the Henson playground which should start to be implemented in 2011
- paying to have the school pianos tuned, and purchasing music stands for the choir, recorder groups and music classes
- giving a commemorative MWPS t-shirt to each Year 6 student.

The P&C also helped co-ordinate Dance Around The World, a showcase event for the school. It provided banking through the Commonwealth Bank program to improve students’ financial literacy, and organised working bees and a Landscape Improvement Plan. We were involved in the Transition-to-School Program for children starting school in 2011.

In 2011, P&C will undertake further fundraising to provide ongoing support for the school and increase our contributions into more areas. We hope to:

- provide additional technological and classroom resources as prioritised by staff
- support the Student Reading Encouragement Program
- work to improve the appearance of the school and provide better play areas
- promote our wonderful school to the local community
- provide more opportunities for students to perform music and drama
- increase arts appreciation with the establishment of a film club
- improve canteen resourcing and review its pricing and food selections.

The P&C also hopes to increase the number of people attending its meetings and volunteering throughout the school.

Mitch Wood
P&C President

Finalists in the SRC Spelling Bee fundraiser

Student representative’s message
Marrickville West’s student leadership program continues to play an important role in
maintaining and developing our school culture. Leadership opportunities include captaining the school, becoming a school leader, sports captain, or being voted onto the Student Representative Council (SRC).

SRC students raised funds for external charities such as Stewart House and The Children’s Hospital and for school events like the school camp and Year 6 farewell.

Student leaders conducted K-6 award assemblies throughout the year and special ceremonies such as ANZAC Day. They greeted and guided VIPs who visited the school and took an active role in the kindergarten orientation program and in welcoming new students to our school.

**SRC Co-ordinator**

**Connect Marrickville’s message**

Connect Marrickville is a “Schools as Community Centre” (SaCC) run on the grounds of Marrickville West Primary School.

In 2010, 147 families with children 0-8 years regularly attended 29 playgroups, parent groups, English Classes, Transition to School, adult learning initiatives and other programs and events at Connect Marrickville. These were delivered in collaboration with 15 different government and non-government agencies.

Highlights of 2010:

- 45 women graduated from TAFE Outreach courses, such as Playgroup Facilitation, Creating Community Events, Sewing, Setting Up a Food Stall and WOW. Most of these women were from diverse language backgrounds or were Indigenous
- Capacity Building: as a result of TAFE Outreach courses, eight parents were employed casually at Connect Marrickville. 12 are working in outside employment and 2 for Families NSW initiatives
- Multi Mix Mob ran an Under 12’s disco in Naidoc Week and hosted White Ribbon Day with strong community support. Nicole Ryan, Co-ordinator of Multi Mix Mob was named Marrickville Citizen of the Year for her work in highlighting the issue of Domestic Violence
- The “Cultural Cooking Exchange” enlivened Multi Mix Mob
- A “Kids and Dad Night” followed by a five 5 week course “Listening to Kids through Play”, for fathers
- A string of creative initiatives with our partners: Guitar Mob as a part of Multi Mix Mob with community performances, Dance Around the World.
- Improved space with bathroom, wheelchair access and kitchen
- Sydney University Social Worker, Peter Huang compiled a report into family engagement at Connect

**Vivi Martin**

Facilitator, Connect Marrickville
School context

Student information

The reporting of information for all students is required to be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment numbers continued their steady rise in 2010, reaching 265 in December.

Student attendance profile

Student attendance figures for Marrickville West PS are within 1% of those reflected on average at a Region and State level. A significant number of student absences recorded at our school are the result of students transitioning between schools and communities or travelling overseas for extended periods with their family.

Management of non-attendance

Student attendance is managed according to school and departmental policy governing school attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports.

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>3J</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4G</td>
<td>4</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1-2H</td>
<td>1</td>
<td>4</td>
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<tr>
<td>1-2H</td>
<td>2</td>
<td>21</td>
<td>25</td>
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<tr>
<td>2G</td>
<td>2</td>
<td>23</td>
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<tr>
<td>1G</td>
<td>1</td>
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<td>K-1W</td>
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</tr>
<tr>
<td>K-1W</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were structured to allow the most even spread of students and the maximum number of single year classes given the staffing entitlement. Five single year classes and six multi year (or composite) classes were formed.

Where numbers and student distribution permitted, class numbers in Kindergarten were kept to a maximum of 20, Year 1 a maximum of 22, Year 2 a maximum of 24 and Years 3-6 a maximum of 30 students.
Staff information
Marrickville West continues to benefit from a stable, committed and experienced staff. Two new staff members were appointed in 2010.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Languages Other Than English</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.94</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Marrickville West PS employs a full time Indigenous Education Officer, “Aunty” Linda Coe. Aunty Linda performs the role of family liaison officer and student support officer for Indigenous students and others at our school. She supports Indigenous students in class, at sporting events and on school excursions and attends Multi Mix Mob (Indigenous Playgroup) at Connect Marrickville for local preschool children and their families.

Staff retention
There were no teacher transfers, retirements or resignations during 2010. Two new assistant principals were appointed to fill positions new to the school or previously filled by relieving staff. Marion Hay, Senior Administrative Manager, retired after 20 years at Marrickville West PS.

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>25</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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>147 661.20</td>
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<tr>
<td>Global funds</td>
<td>170 581.40</td>
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<tr>
<td>Tied funds</td>
<td>256 089.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87 828.55</td>
</tr>
<tr>
<td>Interest</td>
<td>7 565.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 302.90</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>681 028.76</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward    | **98 035.92** |

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.

The schools’ financial rollover occurs on the 30th November each year.

Due to unpaid goods on order, salaries yet to be billed to the school and expenses incurred during December of 2010, these figures may not accurately reflect the final totals for the school year.
School performance 2010

Achievements

Arts
Our school provides regular opportunities for students to explore their creativity in visual arts, music, drama and dance.

In 2010 all students had the opportunity to participate in the school’s public speaking competitions. These were conducted on a stage basis. Year 5 and 6 worked with the ATYP drama group for two terms, culminating in a night performance at The Rocks of a play scripted by the students.

Performance groups provide an additional avenue for students with talent and interest in the arts. The school choir, led by Mrs Stacey Caponas, and a dance group, led by Miss Caryn Kier, practised regularly and performed at many school and community events. The Stage 2 and 3 recorder ensemble led by Ms Roberts and Ms Susan Brook performed at school assemblies and also at the Sydney Opera House.

Students in Stage 2 were given the opportunity to enter the Moran Photographic Competition with many receiving highly commended certificates. Students’ artworks were displayed during the annual “Dance Around the World” community event and other community locations for local events such as Sorry Day.

Year 4 experiments with camera angles for the Moran Photographic Competition

Sport
Providing opportunities for students to engage in sport and physical activities is of great importance to the Marrickville West school community. Annual school swimming and athletics carnivals are among the highlights of the year for students.

The school entered teams in many sports in the weekly interschool competitions organized by the South Sydney PSSA. Students competed in zone carnivals for athletics and cross-country running.

Students in Years 3 to 6 participated in Friday school sport including swimming, dance and skills programs. Students in K-2 take part in a weekly fundamental movement skills program.

All students complete the Premier’s Sporting challenge and are involved in many sporting clinics run by professionals.

In 2010 students participated in gala days for indoor soccer and Oz tag. Students were selected to represent the region in the S.S.P.S.S.A. rugby league teams. Many like Alanna Howe, who represented the State in junior hockey, demonstrated excellent sporting skills.

Athletics Carnival, 2010

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

11 students achieved in the third performance band. This represents 31% of the cohort. The results have been analysed and programs put in place to address the specific needs of students performing in this “low average” range.

On analysis, the students in this group are largely either students who have been successfully involved in support programs as a result of specific learning difficulties or learners of English as a second language who are likely to progress significantly in reading as their English improves.

Whilst 65.7% of Year 3 students achieved in the top 3 performance bands in spelling, the average mark for the cohort was slightly below the average for the state and similar schools group.

The higher than expected number of students achieving at band 2 is the same group of students with special educational needs already noted.

While these students may appear to be performing poorly, it is important to note that, given their respective challenges, they should all be commended on their extraordinary effort and progress relative to standard expectations.

79.9% of Year 3 students achieved in the top 3 performance bands of the writing test. This is a very impressive result compared to results in our similar school group (SSG). The remaining seven students receive daily specialist support for diagnosed learning difficulties.
60% of Year 3 students achieved in the top 3 performance bands. It is interesting to note that the students who struggled to achieve in band 2 in spelling, generally achieved in band 3 for grammar.

Grammar remains a mandatory component of the NSW English Syllabus and a particular focus for literacy programs at Marrickville PS. Results of this test were analysed by teachers in order to provide explicit programs to address the needs of all students.

Numeracy – NAPLAN Year 3

58.6% of Year 5 students achieved in the top 3 performance bands in reading compared to a state average of 52%. This is an excellent result. Representation in lower performance bands were similar to the state averages.

More than the expected number of Year 3 students achieved in the “low average” range in Numeracy. The school is developing programs to develop staff knowledge and resources to enhance learning in mathematics K-6. The TEN program (focusing on early numeracy) was implemented in Years K-2 during 2010. Consultancy support from Sydney Region will be accessed to support the teaching of mathematics in Stages 2 and 3 during 2011.

The NAPLAN test for numeracy requires a strong functional literacy in English. Consequently, students with limited ability in literacy, struggle to successfully complete this test, regardless of their mathematical understanding. Teachers will target mathematical vocabulary and visual literacy in mathematics programs to improve our students’ capacity to demonstrate their true mathematical ability.

Literacy – NAPLAN Year 5

49% of Year 3 students achieved in the top 3 bands of the numeracy test.
62.2% of students in Year 5 achieved in the top 3 performance bands. Whilst this is a good result, 55.7% of these students are in band 3. Programs are now in place to extend the performance of our more capable students in writing. Clearly, programs to support low performing students are working well, with only one 1 student scoring in band 1.

Year 5 continued their admirable performance in the grammar and punctuation tests. 55% of students at Marrickville West performed in the top 3 bands compared with an average of 57% of similar schools across the country. (The difference of 2% represents less than 1 student.)

**Numeracy – NAPLAN Year 5**

Year 5 students performed exceptionally well in the NAPLAN spelling test with 69% of students achieving in the top 3 performance bands (compared with 59% of the state).

69% of Year 5 students from Marrickville West PS achieved in the top 3 performance bands in numeracy compared with 53% of the state. This is another pleasing result.
The average progress in reading for students currently in year 5 is lower than expected between NAPLAN tests in 2008 and 2010. However 35% of Year 5 students at Marrickville West performed at a level of proficiency (top 2 bands) compared to 30% of the state and 27% of our similar school group. The exceptionally high reading ability of these students from an early age may account for the declined rate of reading development in senior years.

Growth rates for our students in writing are impressive. The average progress of students between Years 3 and Years 5 in writing was 74.8 points compared with an average of just 64.2 points improvement for similar schools.

The growth rate of students at Marrickville West in spelling between 2008 and 2010 is well above the state average.

Growth in performance of students at Marrickville West in grammar surpassed the state average by over 10 points.

*Chinese LOTE excursion - Yum Cha for lunch!*
Progress in numeracy

While growth in performance in numeracy was significantly higher in 2010 than in previous years, it remains slightly lower than the state average. Data from NAPLAN results has been analysed to assist teachers to target future planning. It is important to note that 97% of students in Year 5 surpassed the National minimum standard in numeracy. The 3% who “did not” meet the standard represents one student who was exempt from sitting the test on the grounds of significant disability.

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 percentages of our students achieving at or above these standards are reported below.

Students who were absent or exempt from the test are considered NOT to have met minimum standards and are included in this data.

Learning support programs are targeting those students who have been identified with additional needs in literacy and numeracy.

<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>

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

This data is a very positive indication of the quality of learning for students who remain at Marrickville West for the long term.

**Significant programs and initiatives**

**Priority Schools Program**

During 2010, programs at Marrickville West have benefited greatly from the support and resources provided as a result of our involvement in the Priority Schools Program (PSP).

With the support of PSP consultants, the school was able to implement “Conversations with Kids”, a small-group talking and listening program designed to encourage higher order thinking skills and enhance the capacity of young children to be actively involved in sustained and meaningful conversations. PSP consultants helped school staff to train parent volunteers and coordinate the program during semester two of this year. Parents and teachers report there have been observable increases in the receptive and expressive language skills of children regularly involved in the program. The volunteers also
noted the positive impact the training and implementation of the program had on their understanding of language development and the parenting skills they were now able to use with their own children at home.

The PSP staffing and funding allocations have been used primarily to provide additional specialist staff to support and enhance student learning.

The 0.3 PSP staffing allocation was used to target explicit learning support in Literacy and Numeracy. Students in Early Stage 1, Stage 1 and Stage 2 each received at least three to four hours of additional teacher support in their classroom to guide whole class and small group interactive learning activities.

During this time, class and PSP support teachers worked together to reinforce learning that had occurred in stage-based Literacy Group sessions and to provide intensive learning support for students who required additional guided practice or skill development.

This PSP support teacher was also able to lead programs in Creative and Performing Arts (CAPA) with an emphasis on Indigenous and modern styles of dance. The CAPA program provided many students with an opportunity to learn new skills, increase their understanding of traditional Aboriginal culture and perform on stage, in some cases for the first time. In addition, the program helped to create a sense of pride and belonging amongst Indigenous students who were able to work as “experts” alongside their non-Indigenous classmates in this popular, engaging and creative endeavour.

The $35,000 additional funding provided by the PSP initiative for 2010, allowed the school to continue its Learning Enrichment Program for all students. Enrichment lessons included “rich” tasks designed to allow every child to participate while providing regular opportunities for those with particular talents or interests to extend their experience, skill and knowledge base in a supportive but intellectually challenging learning environment. The Years K-2 Enrichment Program was based on a Science theme with a particular emphasis on investigation and design. The Years 3-6 program focused on digital technology as a means of creating, understanding and expressing new or complex information. Short films created by Stage 3 in this program were formally acknowledged and included in the National Children’s Literacy website.

2011 is the last year of our 3-year school planning and evaluation cycle. PSP supported programs will continue to target the areas of Literacy, Numeracy and student engagement with an emphasis on ensuring every child is supported to experience learning success and reach their individual potential. 

Aboriginal education

Aboriginal perspectives and content are integrated into units of work from Kindergarten to Year 6 for all students, especially in the areas of HSIE and Literacy. Through these units all students develop their knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia. The school’s commitment to this goal is demonstrated through acknowledgement and respect paid to the traditional custodians of the land at fortnightly and special assemblies and participation in key national events such as Reconciliation Week and NAIDOC Week. Aboriginal members of our community were also invited to speak at school assemblies, work with students and parents and attend special events,
for example the Sorry Day assembly when Mrs Anne Weldon spoke to our school about her experience as a child of the stolen generation. Parents and carers of Aboriginal students have been invited to attend and contribute to school assemblies for Sorry Day and NAIDOC Week.

In 2010 Marrickville West employed an AEO who offered community support and school liaison with the local Aboriginal families. The school initiated an Aboriginal learning support program, which included cultural visits to Aboriginal sites around Sydney, invited the Bangara Dance Company to perform for the school and set up the Year 2-6 Aboriginal Dance Group which performed at many school and community events. Students of Aboriginal background who did not reach the minimum standard in literacy in the NAPLAN testing received tutoring support through the Norta Norta program.

A two week cultural exchange program where Korean children came to Australia, attended Marrickville West PS and stayed with families at the school
• “Dance Around the World”, an annual celebration held in partnership with Connect Marrickville and other local community groups (including the Migrant Resource Centre, TAFE Outreach and Marrickville Council) highlighting the diverse cultural make up of our community
• Chinese and Vietnamese New Year’s celebration
• LOTE classes offering Chinese, Arabic and Vietnamese language study to all students.

Respect and responsibility
Marrickville West conducted numerous programs to provide students with opportunities to demonstrate respect and responsibility. These programs include the Buddies program as part of our Kindergarten orientation, the use of Restorative Practice to resolve student issues in a fair and harmonious manner and taking part in the trial of the Bounce Back resilience program, which promotes core values. A strong partnership with the local community through involvement in activities run through Connect Marrickville provides additional opportunities for students to learn, demonstrate and practise respect and responsibility beyond the classroom.

Connected learning
All classrooms and learning spaces have been fitted with interactive white boards (IWB). Marrickville West aims to create technology-rich learning environments and give students experiences that develop critical thinking, creativity and collaboration. 2010 saw the continuation of the schools’ computer enrichment program. Classes had regular lessons in the school computer lab, learning to use a range of ICT applications.

Multicultural education
Marrickville West implements a culturally inclusive curriculum. We have a strong emphasis on encouraging and understanding cultural diversity from Kindergarten to Year 6. This is reflected in the high level of cultural harmony in the school.

Students at our school are exposed to a variety of cultural experiences. In 2010, these included:
• International Day, where dancing, singing and eating food from different cultural groups was an important highlight
Teachers were in-serviced on the use of IWB and on-line learning. Students were given the opportunity to enter on-line competitions and events such as the Digital Story Telling for National Literacy Week.

Progress on 2010 targets

Target 1

English
80% of students will attain levels of “competent” or above for English in final student report
95% of students will surpass minimum benchmark in NAPLAN Literacy tests,
50% will reach level of proficiency in NAPLAN Literacy tests (top 2 achievement bands)

Our achievements include:

- 82% of students across the school received a grade of “competent” or above for English in their end of year Student Report
- 93% of Year 5 students and 89% of Year 3 students surpassed the minimum standard in NAPLAN Literacy tests, slightly below the school target for 2010
- 41% of Year 3 and 34% of Year 5 students met the NAPLAN “proficiency” performance target in literacy.

Target 2

Mathematics
80% of students will attain levels of “competent” or above for Numeracy in final student report
95% of students will surpass minimum benchmark in NAPLAN Numeracy tests
50% will reach level of proficiency in NAPLAN Numeracy tests (top 2 achievement bands)

Our achievements include:

- 79% of students received a grade of “Competent” or above for Mathematics in their end of year Student Report
- 87% of Year 3 students and 97% if Year 5 students surpassed the minimum standard in NAPLAN numeracy testing
- Year 5 met the proficiency target with 55% of students achieving in the top bands.

Target 3

Equity
90% of students report high levels of “adventure”, “enjoyment” and success in learning at school

Maintain school attendance rates at or above State average

Our achievements include:

- 92% of students surveyed reported positively about their participation, enjoyment and feeling of success at school
- School attendance rates in 2010 were 93.7% compared with the state average of 94%.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Leadership and English - Talking and Listening.

Educational and management practice

Leadership

The research tool used to evaluate leadership in the school was the School MAP survey on School Leadership.

Background

The whole parent population, all staff in the school and a selection of year two to year six students were invited to participate in the survey.
Parent, staff and student responses were overwhelmingly positive. Over 95% of responses agreed that building positive relationships based on respect and trust, being inspirational and committed to the school. Leaders were open to new ideas and demonstrated an accountability for student learning outcomes.

Future directions

Staff, parents and students believe that more opportunities could be provided will be addressed during 2011.

Curriculum

English - Talking and Listening

Talking and Listening is a core component of the English Syllabus and integral to effective communication. Staff chose to review and develop Talking and Listening programs during the recent planning cycle to enhance the oral communication skills of our students.

Background

During 2010, staff at Marrickville West introduced several new programs to address oral communication skills. A committee of staff and parents devised a short questionnaire to evaluate how effective students, staff and parents felt these measures were.

Findings and conclusions

100% of parents, teachers and students agreed that talking and listening skills are important. 100% of staff and students and 90% of parents agreed students were provided with opportunities to give spoken presentations in class. A similarly high proportion of respondents were positive about the support students received in learning how to prepare a speech. All students surveyed said they were more confident about public speaking. 97% of parents were satisfied with their child’s progress and understanding in spoken English and 94% considered themselves well informed of their child’s progress.

Future directions

The overwhelming message feedback about talking and listening programs at Marrickville West was a positive one. The school will continue its focus on talking and listening in 2011 culminating in a class, stage and whole school public speaking competition during Terms 2 and 3. Finalists from the school competition will enter regional competitions with Marrickville West PS once again hosting the final of the inter-school Multicultural Public Speaking Competition in 2011.

The fact that some parents were unaware every student participated in a whole school talking and listening program during the year indicates the school needs to communicate more effectively about target programs and important events. School promotion and communication will be reviewed and improved in 2011.

Students can receive private lessons in guitar, keyboard, piano, recorder, dance and singing

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers as part of the annual school planning and evaluation cycle.

An additional “General Feedback” survey was given to parents in an effort to better understand how our school is perceived and the impact our policies and practices are having on students and their families.

The survey was distributed to all school students for their parents to fill in. 40 surveys were returned and the results collated.

Eighty percent of respondents were parents with children in K-2. It should, therefore, be noted that the following responses are mainly the views of parents of newer children to our school. Only eight responses were from parents whose youngest child was in the 3-6 classes.
The responses are presented below.

Half the respondents had accessed services at Connect Marrickville. 50% of these families had been to playgroup, more than one in seven had been to a parent group and one person had been part of a TAFE/Adult Education program.

We asked parents their preferred method for receiving information from the school. Most were happy to receive a note. About half would welcome email communication from the school.

Over three-quarters of respondents wanted more information about learning programs; two in five wanted more information about school events and about a quarter asked for information on school policies and practices.

Respondents were asked if they attended the parent-teacher meeting in Term 2 of 2010. Most had attended (86%). Of these, three-quarters felt the information they received was very useful; the remainder felt it was useful.

Parents were asked how useful they found their children’s written reports. A third of respondents found them very useful; the rest found them useful.

Parents were asked a number of general questions about the school and their children’s feelings and progress towards learning. Large spaces were provided for parents’ written comments. All parents thought their children enjoyed coming to school. The most popular responses are listed below:

<table>
<thead>
<tr>
<th>Why do you think your child enjoys coming to school?</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys being with friends</td>
<td>22</td>
<td>59%</td>
</tr>
<tr>
<td>Likes playtime/enjoys socialising</td>
<td>11</td>
<td>30%</td>
</tr>
<tr>
<td>Loves to learn</td>
<td>18</td>
<td>49%</td>
</tr>
<tr>
<td>Likes teacher</td>
<td>10</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Multiple responses allowed so percentages add to more than 100%

95% of parents were satisfied with the progress their child was making in their learning. The 5% who were not satisfied represents the response of two parents: one wanting their child to do better in Mathematics; another who felt their child had not reached the appropriate level for their age.

Popular reasons given for parent satisfaction with their child’s progress include improved reading, writing, speaking or maths and because they have good teachers.

Parents were also asked what they value most about our school. The most common responses are recorded below:

<table>
<thead>
<tr>
<th>What do you value most about our school?</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness and professionalism of staff</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>Great community</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Diversity in the school</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Fabulous Principal</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Small size of school</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Inclusiveness of the school</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Multiple responses allowed so percentages add to more than 100%

There were 24 responses to the question regarding how we could improve the school, including:

- Improved playground facilities and climbing equipment (4)
- More communication from school (4)
- More homework; fewer excursions; more pressure on students to perform academically (3)
- More music and art (2)
- More information about language programs and what is being taught (2)
- More excursions (1)
- projects that don’t require students to “make things” (1)
• Before school care (1)
• Greater variety of books for students to read (1)
• Opportunities to meet teachers, students and parents from other grades (1)
• Implement a strategy to extend appropriate students academically (1).

This information has been collated and shared with staff and parents. Whilst the responses were overwhelmingly positive, the survey was also able to highlight areas for future planning and school improvement.

Staff will focus on improving communication between school and home in 2011 to ensure all families are aware of events, expectations and priority learning programs taking place in classrooms throughout the school. Improving the quality and attractiveness of the playground remains a priority for both the school executive and the P&C. We will continue to seek and value feedback from our community.

Professional learning
Professional learning is an ongoing priority and significant strategy for school improvement. Staff undertook training across a wide variety of activities during 2010. The main focus for Teacher Professional Learning this year was training with Interactive White Boards (IWB) and the software that accompanies this technology. Other professional learning activities included:
• Best Start teacher training
• Gifted & Talented pedagogies
• Analysis of NAPLAN Data
• Beginning Teacher training
• Accelerated Literacy
• Interactive and Digital Technology
• Restorative Practices
• Reading Recovery training
• Autism and other learning disorders
• Digital Storytelling
• Bounce Back Program (Resilience)
• Multi-Lit Reading Tutor Training
• ESL teacher training (all class teachers)
• Literacy workshops in writing and reading
• Reading Recovery Program
• Conferences in Equity, Curriculum Development, Professional Standards, Learning for the 21st Century, Leadership and specialist teacher networks
• Maths workshops in number, measurement and the language of maths
• Data through the TEN program.

School development 2009 – 2011

2011 is the final year of the school’s Three Year Plan.

Targets for 2011

Target 1

English

80% of students will attain level of “competent” or above for English in final student report

95% of students will surpass minimum benchmark; 35% will reach level of proficiency in NAPLAN

Strategies to achieve this target include:
• Continued, daily, stage-based Literacy support
• Detailed investigation of NAPLAN results to inform teacher development and planning
• Best Start – early assessment and identification of student needs in kindergarten.
• Modelled and guided reading groups operating in classes on a daily basis
• Specialist support for writing – in class, team teaching and collaborative programming
• Renew School Writing Assessment Grid.
Our success will be measured by:

- Improved reading outcomes for all students including fluency and comprehension
- Improved student performance in speaking and listening
- Improved systems and results for teaching, learning and assessing writing.

**Target 2**

**Mathematics**

80% of students will attain level of “competent” or above for Mathematics in final student report

95% of students will surpass minimum benchmark; 35% will reach level of proficiency in NAPLAN

Strategies to achieve this target include:

- Professional development - What Counts (DET)
- Participation of K-2 class teachers in TEN (Teaching Early Numeracy) Project
- Detailed investigation of NAPLAN results to inform staff development and planning.

Our success will be measured by:

- Improvement in addition and subtraction application in K-2 numeracy
- Improved student results in national testing (NAPLAN and University of NSW Competitions)
- Numeracy framework used by teachers to plan learning programs in Numeracy K-6.

**Target 3**

**Equity**

90% of students report high levels of “adventure” and “engagement” in learning at school

Evidence of differentiated curriculum in all teaching and learning programs and stage planning documents

Strategies to achieve this target include:

- School Learning Support Officers (SLSO) guided by the Learning Support Team, supporting students through individual educational plans and support strategies
- Develop and implement school structures and practices to identify gifted and talented students, support extended learning opportunities and monitor progress throughout schooling
- Consultancy and staffing allocation used to enhance teacher capacity to implement quality programs in response to QSL survey results.

Our success will be measured by:

- Evidence that the Quality Teaching Framework is used to ensure classroom programs are “rich”, challenging, inclusive, significant and occur in a supportive learning environment
- Improved results for all students with less disparity between equity groups and other students
- Evidence of differentiation of curriculum in all class programs and stage planning documents.
**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: