Marrickville West
Primary School
Annual School Report
Our school at a glance

Students
In 2012 there were (on average) 250 students enrolled at Marrickville West Primary School from around 180 families.

Staff
Our staffing allocation allowed for 16.435 full time teaching positions and 2.422 positions for school administrative support.

Significant programs and initiatives
Marrickville West received Priority Schools Funding which was used to support 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 all students while promoting deeper understanding, respect and links between local families, communities, school and future learning opportunities.

Connect Marrickville is a “School as Community Centre” based on school grounds and funded through Families NSW. The school works in partnership with Connect which aims to build capacity, connections and stronger foundations for families with children 0-8 years of age.

School led programs in 2012 (in addition to the mandatory curriculum) included:

- Languages other than English (Arabic, Spanish and Vietnamese)
- Kindergarten Transition-to-School Program (in partnership with Connect)
- 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)
- Walk Safely to School Day, Bike Safety Week, Sun Safe (program for schools)

- School-based and Regional Public Speaking Competitions (Regional Finals hosted by Marrickville West Primary School)
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Premier’s Leadership in Sport Program
- Specialist music lessons and performance opportunities for all students
- Recorder Ensemble and Senior Choir performance in Sydney Region Schools Concert Program at the Opera House
- Community Garden Project and Earth Kids Gardening Club
- Road Safety, Child Protection and Crime Prevention Programs (in partnership with Marrickville Police Youth Liaison Officers)
- 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, Vietnamese and Arabic LOTE Dance Groups, Glee Club, Indonesian Dance Group, Regional Dance Festival and Footsteps Dance Program for all students

Student achievement in 2012
Students at Marrickville West Primary School have achieved at the highest levels in academic, sporting and artistic pursuits. Sections of this report provide an overview of those achievements.

In general our student success can be summed up most succinctly by the data pointing to the statistically high rate of improvement that students at Marrickville West experience in learning over time.

Just one indicator of this trend can be seen in NAPLAN test data that shows, for example, that on average, students between Year 3 and Year 5 at Marrickville West improve at a rate that is more than 20% greater than for other students in NSW over the same time period. This statistic remains true for tests in both Literacy and Numeracy.
Messages

Principal’s message

Marrickville West Primary School continues to “work as one” with families and community to provide educational opportunities for all in an inclusive and supportive environment.

Student enrolments continued to rise in 2012 and projected data for 2013-2014 indicates a continued growth in numbers.

Marrickville West is a “School (as) Community Centre”. As such we are funded annually to provide additional services to families that might enhance education, wellbeing and future opportunity for themselves and their young children.

I have always believed that at the heart of every great school is a great community. My aim is that regardless of what size our school becomes, Marrickville West will remain a school we can call our own, a place where no matter what our age, nationality, religion or social status, we can all belong, grow and develop as learners, as supporters of learning and as a community hub. With this philosophy, the community of Marrickville West gets stronger every year.

I acknowledge the contribution of our school’s P&C and thank outgoing President, Mitch Wood for two years of exceptional leadership. I also congratulate our newly elected President, Rachael Ottway.

This year the school’s P&C has grown in number and in ambition and has, as a result, successfully initiated many activities and programs designed to maximize student and family engagement in our school and local community.

A whole community initiative named, “We Are All Cooks River People” is just one example of how our P&C, school, families and community can successfully work together. This project was particularly significant in that so many groups across the community were able to contribute their expertise to a rich learning opportunity for our students, whilst also growing as a community from the integration of wider perspectives and sharing of experience.

Our Academic performance continues to be a great source of pride. In 2012, NAPLAN tests showed we have students achieving at levels equal to the top students in the state. More importantly, it shows that on average, the growth in achievement between the first test in Year 3 and second test in Year 5, is significantly above the average rate of growth for similar schools and for the rest of the state.

In Sport - Once again, our netball, Oztag and soccer teams participated in the inter-school PSSA competition and demonstrated to all that sportsmanship and team work make true winners, regardless of the score at the end of the game. Our athletes and swimmers once again reached the levels of zone and regional competitions.

In Creative and Performing Arts (CAPA), Marrickville West provided opportunities for all children to participate across the Arts. The teaching of Visual Arts has been a focus of teacher professional development activities this year with teachers visiting the Art Gallery of NSW to develop skills in teaching the art curriculum. Students accessed explicit learning activities in art and art history enhanced by visits to Art Gallery of NSW and online learning.

During 2012 there were also various specific programs and activities aimed to develop skills in dance, music and drama. Our school was represented at the highest levels. The Senior Dance Group gained entry into the Sydney Region Dance Festival held at the Seymour Centre. The Sydney Region Instrumental Music Festival at the Opera House and the Sydney Region combined Primary School Choir, also performing at the Opera House, were highlights for many students and their parents.

CAPA programs were evaluated in detail this year as part of our ongoing school improvement process. A brief summary of the results are included in this report.

The school hosted two new community events in 2012, the Marrickville Children’s Festival and Coobraion. As well as strengthening partnerships with Marrickville Council and the local community, these community-based events again provided enhanced learning opportunities for students and a chance for families and our wider community to come together for a common purpose, all adding value to the primary school experience. Quality learning outcomes were enhanced by the celebration of local
culture, art, community values and a sustainable environment.

Connect Marrickville is an important partner in our mission to support, empower and educate the children of Marrickville West. For an increasing number of our students, the fun and adventure of Playgroup or childcare at Connect is their first experience of “big school” – often well before they turn 5.

For many families in South Marrickville, Connect continues to play an important role in easing the transition between home and school; home and work; home and community. Connect provides a ‘parent space’ for programs and events and a place to find support, advice or friendship when it’s needed. I must acknowledge Vivi Martin’s contribution to our school’s growing success. The value gained from the collaborative relationship our school has with Connect Marrickville is significant.

I am proud to say that the perception of our school is generally a positive one. Our partnerships with Connect Marrickville, Marrickville Council, Sydney University and other local services, have enhanced our capacity to provide an “opportunities for all” approach to schooling at Marrickville West.

I look forward to continuing to work with staff, students and families in our mission towards an even more successful future.

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 message

The final P&C meeting for 2013 was an Annual General Meeting where a new Executive Committee was voted in to helm the P&C in 2013. The new Office Bearers are:

- President: Rachael Ottaway
- Vice President: Richard Spencer
- Vice President : Tamesin Elliott
- Secretary : Carmen Coulter
- Treasurer : Stav Murphy

As well as these Office Bearers we are looking for people to support and learn about being Executive Members of the P&C in the future. Melanie Stopic offered to be an Assistant Vice President this year to back up the new Vice Presidents in learning how the P&C runs.

Karen Locke has also put her hand up to help out as an Assistant Vice President and learn more about the workings of the P&C.

Softly Dunstan has also offered to be Assistant Secretary to help out Carmen. Softly is already well entrenched in the school organising the school newsletter every two weeks. Her graphic design skills will come in handy for designing posters and much more for the P&C.

Ann Calloway is a new mum to our school. She is Mum to Isabella in Kindergarten. Ann is a chef by trade and has offered to be Assistant Canteen Leader and learn more about the workings of the canteen.

The P&C has had a very successful year in 2012 undertaking a lot of fundraising, campaigning on issues and helping out the school. Some of the projects we have been involved in include:

- Running a BBQ at the start of the year to welcome everyone back to school.
- Helping organise the Class Parent system of communicating news throughout the school.
- Tina, Diane and Pushpa ran school banking on Friday mornings so that kids could learn about financial literacy.
- Holding a Garden Tea stall at the Marrickville Children’s Festival and opening the canteen to provide drinks and snacks on the day, making a profit of $3000.
- Softly organised for the playground to be re-painted with games and learning aids like hopscotch, the chess board, and the alphabet snake.
- Rudy facilitated tile workshops with all the kids to create the great installation on the school’s main stairs and enhance the look of the school.
Kate organised the petition against disability funding cuts and campaigned on the P&C’s behalf at Federal, State and Regional P&C meetings and with local parliamentary members to try to reverse the State Government’s cuts to public education. Petitions continue to flow in and we hope that in time we will reach the 10,000 required to bring the matter before State Parliament.

Providing food and drinks at the Water Festival which made over $1000.

Rachael represented the school community on some parent forums at Marrickville Council working to keep Before and After School Care running in our school.

Erin and Jo organised a Film Night each term to provide a fun, social occasion for families in the community and also raised over $600 while doing this.

Eva and Maria helmed the wonderful Mothers’ and Fathers’ Day stalls which made over $1500.

Charles and Michael organised many BBQs throughout the year including the Bunnings and Election Day BBQs which raised almost $5000.

Melanie organised 2nd hand uniform stalls throughout the year that raised over $500.

Canvassing the school community’s views on the dress school uniform.

Melanie also organised a Breakfast for all the teachers to celebrate International Teacher’s Day.

Organising Ethics classes for 2013.

Arranging community donations to help two families in the school who were affected by severe ill health.

Running a successful canteen 5 days a week at lunch and recess time and improving the canteen menu and number of “green” foods available for the kids to buy.

Organising our first canteen cook up where a group of Mums made spaghetti Bolognese and nachos to sell in the canteen.

Making afternoon teas for the Out of School Hours Care Centre.

Offering a coffee service every morning to parents, teachers and visitors to the school.

Holding P&C afternoon teas in Term 2 and 3.

Providing a goodie bag for each child who attended the Transition to School program.

Providing money for a Citizenship awards to a child in each class at the End of School Presentation Day.

Providing money to subsidise the cost of the Yr5-6 camp to Canberra to learn about the Nation’s Capital and Federal Government.

Providing an extra plot in the Community Garden to be used by the school gardening club, “Earth Kids”.

What a wonderful year of community building and fundraising. Overall we have made $11,000 to be spent around the school next year.

New coffee supplier

National Volunteer Award for Mina Cheng

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90</td>
<td>109</td>
<td>114</td>
<td>133</td>
<td>109</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>122</td>
<td>123</td>
<td>132</td>
<td>137</td>
<td>124</td>
<td>134</td>
</tr>
</tbody>
</table>

Student enrolment numbers continue to grow. There were 8% more girls than boys enrolled at the school in 2012.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>91.6</td>
<td>93.1</td>
<td>94.5</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>92.0</td>
<td>94.8</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.7</td>
<td>94.4</td>
<td>92.8</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>93.9</td>
<td>94.5</td>
<td>92.6</td>
<td></td>
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<tr>
<td>4</td>
<td>93.5</td>
<td>94.7</td>
<td>93.9</td>
<td>95.6</td>
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<tr>
<td>5</td>
<td>94.5</td>
<td>93.4</td>
<td>95.3</td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>94.8</td>
<td>95.2</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>93.4</td>
<td>93.7</td>
<td>94.4</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Student attendance data has remained steady over recent years. The school’s attendance records are significantly affected by the number of students taking leave for family-related overseas travel.

Management of non-attendance

School attendance is monitored closely by the school and District Home-School Liaison Officers. Support and information is provided to families who require further assistance to fulfill the requirements of the DEC Attendance Policy.

The school manages concerning cases of low or non-attendance in consultation with the District Home-School Liaison officer and in accordance with departmental policy and procedures.

Staff information

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

Learning at Marrickville West Primary School is enriched by a talented and committed teaching staff. Our 2012 staffing allocation included eleven classroom teachers (with three teaching assistant principals) and the equivalent of six full-time specialist and support staff.

Our staffing allocation allowed for 16.435 full time teaching positions and 2.422 positions for school administrative support.

An additional learning support teacher position was funded through the Priority Schools Program.

All members of our school’s teaching staff meet the professional requirements for teaching in NSW public schools.

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 Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.322</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Other</td>
<td>5.324</td>
</tr>
<tr>
<td>Total</td>
<td>19.437</td>
</tr>
</tbody>
</table>

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

Indigenous students at Marrickville West Primary school are fortunate to be supported by a full-time Aboriginal Education Officer, Ms. Malinda Coe.

Staff retention

One member of staff retired at the end of 2012. Her position will be filled by a permanent appointment in 2013. An additional class teacher was appointed on merit. This new position was the result of an increase in student numbers during the year.

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>
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</table>
Financial summary
This summary covers funds for operating costs from 30 November 2011 to 30 November 2012. It does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>100,491.05</td>
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<tr>
<td>Global funds</td>
<td>199,313.98</td>
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<tr>
<td>Tied funds</td>
<td>198,328.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>117,632.38</td>
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<tr>
<td>Interest</td>
<td>7,203.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,139.05</td>
</tr>
<tr>
<td>Total income</td>
<td>528,608.53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18,007.86</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>66,060.62</td>
</tr>
<tr>
<td>Library</td>
<td>3,319.21</td>
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<tr>
<td>Training &amp; development</td>
<td>3,715.75</td>
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<tr>
<td>Tied funds</td>
<td>198,200.76</td>
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<tr>
<td>Casual relief teachers</td>
<td>49,193.36</td>
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<tr>
<td>Administration &amp; office</td>
<td>63,743.03</td>
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<tr>
<td>Utilities</td>
<td>53,270.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>24,768.42</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,783.27</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>506,456.40</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>122,643.18</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts
The philosophy at Marrickville West Primary School is that every child is potentially a talented artist or performer and certainly deserving of the experience. We therefore strive to provide meaningful and developmental opportunities for performance and other creative expression for children from Kindergarten to Year 6. From Kindergarten onwards, every student has the opportunity to learn the principles of reading music and learn to play the recorder (at least) before leaving in Year 6.

CAPA programs implemented in 2012 include the following:

- We are all a Cooks River People - In Term 3 a whole school project We are all a Cooks River People was undertaken. The project was integrated into all Key Learning Area and involved partnerships with the parent community, Walking on Water and Marrickville Council. Highlights included the council demonstrating how a Gross Pollutant Trap was emptied, guest speakers and a bus tour along the Cooks River.

- Water Festival - The Water Festival was held Term 3 as a cumulating focus on the whole school We are all a Cooks River People. It was held on a Thursday evening and included artistic contributions from every child in the school and many local artists. Students made movies about The Cooks River and showed these movies on the big screen. The wider community project included a tiled installation featuring water themed illustrations from students at the school.

- Recorder Ensemble - The Stage 2&3 recorder ensemble performed in the 2012 Festival of Instrumental Music. They were part of the Combined Recorder Ensemble on stage at the Sydney Opera House together with instrumental and vocal performances from outstanding public school ensembles from across New South Wales.

- Choir - The Stage 2 & 3 Choir performed at the 2012 Festival of Choral Music. The choir was accepted into this festival after submitting an audition application showing their ability to sing in two parts. The choir was part of a 700 voice combined choir and performed for one night at the Sydney Opera House. Our senior choir also performed at local Harmony Day, White Ribbon Day and National Women’s Day celebrations in the wider community.

- West Winds – A group of students were part of West Winds, a brass ensemble. Students in West Winds learned the saxophone and clarinet and performed at school assemblies.
Conservatorium – A group of students from the Conservatorium of Music worked with students from our school on a musical improvisation project. This included an evening performance at the Conservatorium.

Dance - Students participated in weekly dance classes led by a class teacher who has specific training in dance. Activities throughout the year included representation at the Regional Dance Festival, presentations at school events, participation in an Indonesian dance initiative and participation in the Sydney Region simulcast launch for Education Week.

Enrichment - Enrichment groups from K-6 occurred every Wednesday afternoon. This was a partnership between parents, community members and teachers. It included photography, cartooning, craft, dance, music and iMovie making. At the end of each term students presented and shared at a special assembly, work achieved in enrichment groups.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Teachers have undertaken intensive analysis of our students’ responses to questions in the NAPLAN tests. By analysing this data, teachers have been able to identify areas in which our students have excelled and those where additional support may be required. This information has informed subsequent educational planning for classes and particular individuals.

The following graphs and tables provide average results for students in Years 3 and 5 at Marrickville West (pink and purple) compared to the average result of students in a “similar school group” (SSG - green) and the average of all students in public schools across the state (DEC - blue).

**Literacy – NAPLAN Year 3**

Students visit the Art Gallery of NSW

**Sport**

Students participated in both school and PSSA (inter school) competitions. Our Netball, Soccer and Oz Tag teams all represented our school with pride and sportsmanship throughout the PSSA winter sport competition.

Marrickville West was represented at the Zone level of competition in swimming, athletics and cross country. Four students progressed to the Regional level in swimming and six in athletics.

**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.
There were 31 students in Year 3 who sat the NAPLAN test in Reading. This relatively small cohort means that each student represents approximately 3.3% of the cohort.
Literacy – NAPLAN Year 5

Kindergarten visit the farm

Year 3 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.7</td>
<td>16.7</td>
<td>40.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>19.4</td>
<td>18.7</td>
<td>26.5</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.5</td>
<td>10.7</td>
<td>22.8</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Average score, 2012</td>
<td>487.4</td>
<td>481.9</td>
<td>492.4</td>
</tr>
</tbody>
</table>

| Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.7</td>
<td>11.1</td>
<td>29.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>18.5</td>
<td>33.3</td>
<td>18.3</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>14.8</td>
<td>19.7</td>
<td>18.1</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>11.1</td>
<td>22.2</td>
<td>19.6</td>
</tr>
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</table>

| Year 5  NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.7</td>
<td>11.1</td>
<td>29.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>18.5</td>
<td>33.3</td>
<td>18.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>14.8</td>
<td>19.7</td>
<td>18.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>11.1</td>
<td>22.2</td>
<td>19.6</td>
</tr>
</tbody>
</table>

| Year 5 NAPLAN Grammar & Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.8</td>
<td>7.4</td>
<td>29.6</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>22.2</td>
<td>24.6</td>
<td>18.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>15.5</td>
<td>21.6</td>
<td>18.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>15.5</td>
<td>22.5</td>
<td>16.5</td>
</tr>
</tbody>
</table>
29 students in Year 5 sat for the NAPLAN test. As a result, each student represents approximately 3.4% of the cohort.

Students in Year 5 performed particularly well in Spelling. Areas of the test that challenged many of our students included answering inferential questions and interpreting visual texts.

**Numeracy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>475.2</td>
<td>485.5</td>
<td>493.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.3</td>
<td>13.8</td>
<td>24.1</td>
<td>31.0</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.5</td>
<td>16.9</td>
<td>28.2</td>
<td>23.9</td>
<td>16.2</td>
<td>11.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>6.4</td>
<td>13.9</td>
<td>26.1</td>
<td>28.8</td>
<td>14.5</td>
<td>10.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
</tr>
</tbody>
</table>

**Progress in literacy**

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

**Average progress in Grammar & Punctuation between Year 3 and 5**

| School    | 106.9      | 78.9      | 90.2      |
| SSG       | 95.4      | 78.8      | 86.5      |
| State DEC | 96.6      | 82.7      | 81.3      |

**Progress between Year 3 and Year 5**

The data (below) tracks the average progress in Reading for students at Marrickville West between Years 3 and 5, and shows results for students at Marrickville West have been steadily increasing over time.

In 2012 progress or “growth” between Years 3 and 5 for students at Marrickville West was on average, 27% more than for other students across the State. This is a very positive reflection on the school’s Literacy development focus across K-6.
Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82.4</td>
<td>124.7</td>
<td>121.1</td>
</tr>
<tr>
<td>SSG</td>
<td>89.9</td>
<td>96.2</td>
<td>102.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Priority Schools Program (PSP)

During 2012, teaching and learning programs at Marrickville West have benefited greatly from the support and resources provided as a result of our involvement in the Sydney Region Priority Schools Program (PSP).

Conversations with Kids Program

Marrickville West Primary School was able to continue and expand the ‘Conversations with Kids Program’ (CWK) initiated at the school in 2011.

The CWK is a small-group program in talking and listening designed to encourage higher order thinking skills and enhance the capacity of young children to be actively involved in sustained and meaningful conversations.

The CWK training involves the parent volunteers participating in weekly sessions with the PSP consultant designed to build the confidence of parents in initiating and sustaining conversations with their own child, and learning to facilitate conversation in group sessions at the school.

CWK is designed for Early Stage 1 and Stage 1 students who have identified needs in Talking and Listening. The program supports parents with the types of talking and listening skills that foster the kinds of conversations where children can articulate their own ideas and explain the reasons for their thinking, confidently and with clarity.

In Term Two a PSP consultant assisted school staff to train additional parent volunteers. We began training eleven volunteers, which included the co-ordinator and parent volunteers who assist the Schools as Community Centre (on site), parents of students presently enrolled in the school and several parents of children enrolled to start at the school in 2013. A staff member coordinated 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 had on their own understanding of language development and on the parenting skills they were now able to employ with their children at home.

**Writing and Science**

In Term One the PSP consultant also provided professional support and guidance to assist Stage 2 staff in the areas of Writing and Science. The consultant worked with staff teams to design well-structured, integrated units of work with an emphasis on the development of language, higher order thinking skills and consistent teacher judgment.

**Other PSP initiatives**

The PSP allocations for staffing and funding have been used to provide additional specialist staff to directly 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, Stage 2 and Stage 3 each received at least 3-4 hours of additional teacher support in their classroom to facilitate whole class and small group interactive learning activities.

During this time, class and PSP funded, learning 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.

The $35,000 in additional funding provided by the PSP initiative for 2012, also 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 3-6 program included a focus on digital technology as a means of creating, understanding and expressing new or complex information.

**Future of PSP**

2012 is the first year of our 3-year school planning and evaluation cycle. However, it is the last year Marrickville West will receive additional resources through the PSP initiative. However, it is anticipated that the programs developed through our involvement with PSP over the previous four years will continue as ongoing, school funded initiatives.

We will continue to maximise the benefit of professional learning gained from our PSP experience, to target the areas of Literacy, Numeracy and student engagement with an emphasis on ensuring every child is provided with the support they require to meaningfully access the curriculum, experience success in their learning and to reach their individual potentials.

**Targets**

**School Priority 1**

**Literacy**

*2012-13 Targets included:*

- A 10% increase in the number of students achieving competency level or above in Reading (School Reports)
- A 10% increase in the number of students achieving competency level or above in Talking & Listening (School Reports)
- Increase the percentage of Year 3 students achieving proficiency in Reading to 38% in 2012-13 (Top 2 Bands in NAPLAN)
- Increase the percentage of Year 5 students achieving proficiency in Reading to 21% in 2012-13 (Top 2 Bands in NAPLAN)

**Our achievements include:**

A benchmark in Reading was set in 2012 on which to measure progress in 2013 and 2014.

**Benchmarking for School Reports:**

<table>
<thead>
<tr>
<th>Percentage of students achieving Competency level or above in Reading Semester 2 Student Reports, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012</strong></td>
</tr>
<tr>
<td>Early Stage 1</td>
</tr>
<tr>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 2</td>
</tr>
<tr>
<td>Stage 3</td>
</tr>
</tbody>
</table>

- A benchmark in Talking & Listening was set in 2012 on which to measure progress in 2013 & 2014.
Benchmarking for School Reports:
Percentage of students achieving Competency level or above in Talking & Listening, Semester 2 Student Reports, 2012

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>60%</td>
</tr>
<tr>
<td>Stage 1</td>
<td>83%</td>
</tr>
<tr>
<td>Stage 2</td>
<td>72%</td>
</tr>
<tr>
<td>Stage 3</td>
<td>80%</td>
</tr>
</tbody>
</table>

- NAPLAN results from 2011 to 2012 were tracked so as to measure progress in 2013

NAPLAN results from 2011 to 2012:
Year 3 and Year 5 students achieving Proficiency in Reading in 2012 (Top 2 Bands of performance)

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>33%</td>
</tr>
<tr>
<td>Year 5</td>
<td>19%</td>
</tr>
</tbody>
</table>

This demonstrates an achievement of targets for Year 5. At 35.5%, Year 3 is close to achieving the Target of 38% reaching Proficiency in Reading for 2012.

Strategies:
- Continued focus of resources and Learning Support staff on implementation of targeted and explicit programs in Literacy K-6
- K-6 Talking and Listening Initiative
- Multicultural speaking competition
- Video Conferencing Initiative
- Home Reading Program
- Staff Professional Development
- Learning Support initiatives

School Priority 2
Numeracy
2012-13 Targets included:
- A 10% increase in the number of K-6 students achieving competency level or above in working mathematically (School Reports)
- Increase the percentage of Year 3 students achieving proficiency in Numeracy to 30% by 2014 (Top 2 Bands in NAPLAN)
- Increase the percentage of Year 5 students achieving proficiency in Numeracy to 30% by 2014 (Top 2 Bands in NAPLAN)

Our achievements include:
- A benchmark in Working Mathematically was set in 2012 on which to measure progress in 2013 & 2014.

Benchmarking for School Reports:
Percentage of students achieving Competency level or above in Working Mathematically Semester 2 Student Reports, 2012

<table>
<thead>
<tr>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
</tr>
<tr>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 2</td>
</tr>
<tr>
<td>Stage 3</td>
</tr>
</tbody>
</table>

- NAPLAN results from 2011 to 2012 were tracked so as to measure progress in 2013

NAPLAN results from 2011 to 2012:
Year 3 and Year 5 students achieving Proficiency in Numeracy (Top 2 Bands of performance) in 2012

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>33%</td>
</tr>
<tr>
<td>Year 5</td>
<td>18%</td>
</tr>
</tbody>
</table>

Strategies:
- All Stage One teachers trained in the TEN program and all students K-2 participating in ‘hands –on’ learning activities.
- Student performance monitored and used to identify students who are performing below State and Regional expectations and support staff used for intensive numeracy skills program.
- Base-line data in numeracy collected K-6
- Stage 2 and Stage 3 teachers completed Count Me in Too Online project and strategies implemented into numeracy program.
- New resources purchased to support the implementation of the numeracy continuum.
• Quality teaching and learning activities were evident in programming and practice.

Students in Recorder Ensemble outside the Sydney Opera House

School Priority 3
Teacher Quality
2012 Targets to achieve this outcome include:
• 15% increase in the number of students achieving a competent standard or higher in working scientifically.
• Quality Teaching Framework evident in 100% of teacher programs

Our achievements include:
• A benchmark in Investigating Scientifically was set in 2012 on which to measure progress in 2013 & 2014.

Benchmarking for School Reports:

<table>
<thead>
<tr>
<th>Percentage of students achieving Competency level or above in Investigating Semester 2 Student Reports, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 2</td>
</tr>
<tr>
<td>Stage 3</td>
</tr>
</tbody>
</table>

• Collaborative Planning and team-teaching sessions (led by PSP consultant) allowed every class teacher to participate in professional development and team planning activities that led to the explicit inclusion of the Quality Teaching Framework and questioning techniques in programs across all stages and key learning areas.

• Teacher planning particularly focused on the development of deep knowledge and informed understandings in the area of science and working mathematically.

• Evidence of the Quality Teaching Framework was made an integral part of documented classroom programs and collegial discussions during the process for Teacher Assessment and Review (TARS).

School Priority 4
School and Community Partnerships
2012 Targets to achieve this outcome include:
• Increased parent participation in school planning, evaluation and student reporting opportunities
• Increase in number of parents and community volunteers working regularly with students in classrooms
• Maintain and increase community partnerships to support and strengthen families and long term educational achievement for students

Our achievements include:
• Trial of Class Twitter Accounts, Class blogs and weekly class teacher emails to increase the quantity and quality of school-home communication
• Continued partnership with Connect to enhance and support learning in the early years e.g. collaboration on Transition To School Program, participation in combined SACC (Schools as Community Centre) meetings, Support and hosting of Children’s Festival, support of TAFE Outreach courses for women and mothers of young children, support of bilingual story circles and community language programs.

• Class Parent Program enabled more regular and consistent communication between parents and class teacher. This program will be refined and enhanced in 2013.

• A significant increase in number of parents supporting learning in some classrooms.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out the following evaluations:

- Teaching (with an emphasis on the Quality Teaching Framework - intellectual quality and significance)
- Creative and Performing Arts

Quality Teaching

Background

The key to student success lies significantly in the hands of the teacher. The Quality Teaching Framework provides an explicit description of how great teachers enhance the teaching and learning process by providing:

- A Learning Environment which is respectful of diversity, inclusive, supportive and appropriately challenging,
- Intellectual Quality - learning activities which require higher order thinking processes and lead to deeper understandings,
- Significance - Lesson content that relates directly to what is already known, experienced and understood.

This year we focused our evaluation on Intellectual Quality and Significance in teaching and learning at Marrickville West.

Findings and conclusions

- Between 80% and 90% of students felt they were “always” or “mostly” given opportunities to solve problems in different ways, encouraged to think about things in a variety of ways, work things out systematically and get to think about why things happen.
- 54% of students “always” or “mostly” understood how ideas could be related between subjects and various areas of study.
- 56% of students considered that they were called upon to “make judgments” in class.
- 80% of students said teachers used “real life” examples to explain learning in class but only 70% could see how their learning related to what they saw on the news or could be practical in their everyday lives.

- Parent responses were as follows:

<table>
<thead>
<tr>
<th>What students are asked to learn is important (20 parents answered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides clear information about student achievement through the school's reporting process (27 parents answered)</td>
</tr>
<tr>
<td>Teachers provide class activities that are interesting and appropriate to my child's needs and abilities (19 parents answered)</td>
</tr>
<tr>
<td>My child's teacher keeps records of his/her progress (27 parents answered)</td>
</tr>
<tr>
<td>My child's teachers know what my child can do and what they need to learn (27 parents answered)</td>
</tr>
<tr>
<td>The way my child's teacher manages the class relates to how lessons are learnt (27 parents answered)</td>
</tr>
<tr>
<td>Parents and students understand how students' learning will be assessed (20 parents answered)</td>
</tr>
<tr>
<td>My child talks to his/her teacher about what they are learning and why (20 parents answered)</td>
</tr>
</tbody>
</table>

Future directions

These results will be analysed by teaching staff in relation to planning for Quality Teaching and Learning into the future.

Particular attention needs to be directed at ensuring there is an explicit connection made for students and parents between lesson content and how this knowledge relates to the world beyond school as well as its relevance for the future.

Further collaboration with the wider community in projects similar to “We are all Cooks River People”, will contribute to enhancing this deeper understanding and a greater sense of the practical relevance of program content for our students.

Creative and Performing Arts

Background

Considerable effort has gone into the development of specialist programs and opportunities in Music, Dance and the Visual Arts at Marrickville West in recent years. We were keen to evaluate this area of learning in order to further focus our future planning and resources.

Findings and conclusions

- Over 90% of parents, students and teachers agreed that the school had a good range of CAPA learning opportunities, that they are interesting and appropriate for our students and that participating in CAPA activities was important at school.
A small number of parent participants felt that there needed to be more opportunities for students to be involved in creative and performing arts beyond the classroom (1) and that the current reporting processes did not provide useful information about students’ progress in CAPA (2).

A more detailed overview of parent responses is included below:

Future directions

- More explicit planning of learning in CAPA by classroom teachers to ensure learning outcomes are met and specific skills developed over time.
- Conduct a review of assessment information collected in CAPA and how this is best communicated to communicated via the student reporting system.
- Develop further opportunities for students in performing and creative arts outside the school through increased school participation in university offered programs for example.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Surveys were conducted to obtain some general information and to determine perceptions around the Quality of School Life, School Culture and General Satisfaction.

An overview of responses received is included below.

- 61% of families had accessed Connect Marrickville in the past, including 50% during 2012.
- 10% of families at the school do not have internet access at home.
- Parents generally felt very welcome at school (97%)
- 79% felt that appropriate Homework was provided for their child.
- 100% of parents who responded felt their child enjoyed school.

Reasons given were as follows:
- Friends – 34%
- Diversity of activities and learning – 17%
- Teachers or staff - 14%
- Other reasons included fun environment, welcoming community, friendly school support.

81% of parents were satisfied with their child’s progress.

Comments included:
- Unclear as to what remediation is needed to address low results in School Report
- My youngest is much happier than the eldest
- Worried that sometimes needs are not met
- Very happy with level of extra support – much needed!
- Our teacher has done a wonderful job
- My child is happy to do homework
- Learnt a lot since coming to this school
- Consistent improvement
- Vocabulary grows daily
- Enjoys learning and works hard for her own satisfaction
- Credit to teachers and teaching methods

When asked what was great about our school, responses included the following:
- Welcoming atmosphere, sense of community
- Many, fun school programs and activities
- Multi-mix of people, diversity
- Staff friendly, approachable, energetic, committed, helpful
- Culture of respect and caring
- The blue tongue lizard is highly valued
- Caring and enthusiastic parents
- atmosphere of working together
- small size
- Kids valued as individuals
• When asked what we could be doing better, parents responded as follows:
  - More communication from the classroom, about school events
  - A more inclusive P&C
  - More embedded and consistent language programs
  - More discipline around punctuality
  - Sporting stream
  - Access to a learn to swim program
  - Bring back Mathletics
  - Help parents understand Homework

Staff will review the detail of these results in 2013. This feedback will inform future classroom planning and the shape the development of school policies and practices in the future.

**Professional learning**

Each of the teaching staff at Marrickville West participated in ongoing professional learning throughout the year. Each week, one staff meeting (before school) was dedicated to training and development in addition to the four staff development days that occurred throughout the year and specific courses for individuals or small groups of teachers leading particular programs.

Topics covered in professional learning for all staff during 2012 included:

- Code of Conduct
- Child Protection (update)
- Occupational Health and Safety
- Best Start Assessment and data analysis, Early Literacy and Numeracy Strategies
- Aboriginal Education Policy (4 sessions)
- Quality Teaching – Science and Mathematics, (Enquiry Approach)
- Learning Support for students with additional needs
- Strategies for teaching students with Autism, language delay, challenging behaviours (various)
- Visual Timetables for the Classroom
- Technology in the Classroom (various)
- Numeracy – Continuum, Rubrics and Teaching Strategies; Numeracy through Literature, TEN Program
- The language of Mathematics (various)
- Grammar and Meaning; Quality teaching, Grammar; NAPLAN, Vocabulary Analysis
- Emergency Care and CPR; Anaphylaxis Training; Asthma Management Training
- Art Education
- Data informed planning for quality teaching outcomes (various)
- National Teaching Standards; Teacher Assessment and Review process

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Literacy**

*80% of students will attain level of Competency or above in Reading (2014 Second Semester Report)*

*95% of students will surpass minimum standard & 40% will reach level of proficiency (Top 2 Bands) in Year 3 & 5 NAPLAN tests for reading (2014)*
2013 Targets to achieve this outcome include:

- Increase the percentage of K-6 students achieving a level of competency or above for Reading in Semester 2 Student Reports by 10% from 2012 – 2013
- Increase the percentage of Year 3 students achieving proficiency in Reading to 37% in 2013.
- Increase the percentage of Year 5 students achieving proficiency in Reading to 30% in 2013.

Strategies to achieve these targets include:

- Best Start assessment data used to inform planning.
- Reading Recovery
- Small group reading sessions supported by additional staff, operating at least three times a week in every classroom.
- Sparks Reading Program (volunteer reading program)
- Coordinated, Volunteer Reading Program
- Continued teacher professional development in literacy
- Continuation of Personalised Learning Plans (PLPs) and regular communication with parents.

School priority 2

Outcome for 2012–2014

Numeracy

80% of students will attain level of Competency or above in Working Mathematically (2014 Second Semester Report)

95% of students will surpass minimum standard & 30% will reach level of proficiency (Top 2 Bands) in Year 3 & 5 NAPLAN tests (2014)

2013 Targets to achieve this outcome include:

- Increase the percentage of K-6 students achieving a level of competency or above for Working Mathematically in Semester 2 Student Reports by 10% from 2012 – 2013
- Increase the percentage of Year 3 students achieving proficiency in Numeracy to 25% in 2013.
- Increase the percentage of Year 5 students achieving proficiency in Numeracy to 26% in 2013.

Strategies to achieve these targets include:

- Continue the TEN program in Years 1&2
- Provide teacher time for SENA
- Teacher release for training and implementation of Count Me In Too and Counting On (programs)
- Resource organisation and management processes
- Collaborative planning of Maths including differentiated units of work

School priority 3

Quality Teaching

Outcome for 2012–2014

Stronger teacher capacity to improve student leaning through Quality Teaching

2013 Targets to achieve this outcome include:

- Implementation of the Quality Teaching Framework evident in all aspects of teaching programs (100% of teacher programs)
- Implementation of Teaching and Learning Cycle is data-informed and clearly aligned to students’ learning needs (100% of teacher programs)

Strategies to achieve these targets include:

- Differentiation of curriculum for the inclusion of all students supported by the school’s Learning Support Team
- Develop whole school approach to Science and Technology with a focus on Quality Teaching and Literacy.
- Develop and implement school structures to identify and support extended learning opportunities such as Robotics, Design Tasks,
School priority 4

School and Community Partnerships

Outcome for 2012–2014

Whole school community actively participates to enhance student learning outcomes

Targets to achieve this outcome include:

- Increase community involvement from participation to partnership as measured by the Seven strands of Home, School and Community Partnerships Matrix.

Strategies to achieve these targets include:

- Enhance communication between home, school and community. Review the newsletter for relevance, ease of language and scope to provide feedback.
- Provide parent information afternoons with catering to introduce and inform parents of school programs.
- Connect learning at home and at school and Increase usage of family expertise to support learning and school programs.
- Examine the ways in which parents and families can encourage, motivate and reinforce children’s learning at home.
- Examine the links between home learning activities and learning in the classroom. Explore options for family involvement in the classroom.

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.

Ruth Bradfield-Ling, Principal
Caterina Criniti, Assistant Principal
Damien Moran, Assistant Principal
Julene Want, Assistant Principal
Roberta Kennedy, Teacher
Melanie Stopic, Parent

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Web: www.marrickviw-p.schools.nsw.edu.au
School Code: 3951

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