Principal’s message

2010 has been another successful and exciting year at Morgan Street Public School. The school benefited from a number of commonwealth funding programs.

The BER (Building the Education Revolution) program was the funding of a school hall. This modern structure will add many possibilities to our school programs.

The National School Pride Program was completed in early 2010 and included external painting of our building, security screen doors and some carpeting. Our school looks a lot fresher after this funding program.

In the third National Funding Program we were included in the National Partnership Low SES program which injected $352 000 into the school budget. This funding is being specifically used to support literacy, numeracy and student engagement. The funding allowed extra staff to be employed, staff training and the purchase of relevant resources.

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

Chris Dougherty

P & C and/or School Council message

In 2010 the P & C has continued to promote the interests of the school by bringing parents, students and teaching staff into close cooperation and assisting with the provision of facilities and equipment.

A small and motivated P & C achieved their objectives throughout 2010 through various functions and fundraisers and the continued operation of the canteen.

Kristine Masclet

Student representative’s message

Each year at Morgan Street the students from Year 2 to Year 6 elect two SRC representatives, one girl and one boy, from their class. Two school captains and two vice-captains are also elected to be part of the leadership team. The SRC meets a number of times each term to share ideas about school improvements and plan fundraising activities. The SRC members report back to their classes and encourage their classmates to share any ideas they may have.

Jasmine Simmons, Connor Ellis (Captains)

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

There were 328 students enrolled at the beginning of the school year. Male enrolments were higher than female enrolments. Thirty were Aboriginal and/or Torres Strait Islanders. One student received funding support for a disability.
Management of non-attendance

Student non-attendance is monitored through OASIS attendance reports, student sign-in, sign-out registers and the school’s welfare committee. Student non-attendance is supported by the Broken Hill School’s Office Home School Liaison Officer.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17th March 2010.

Structure of classes

<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>KK</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2-1A</td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>2-1A</td>
<td>1</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6/5M</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>6/5M</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.546</td>
</tr>
<tr>
<td>Itinerant Teacher of Behaviour</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.322</td>
</tr>
<tr>
<td>Total</td>
<td>23.193</td>
</tr>
</tbody>
</table>

The Indigenous component of the Morgan Street workforce is 4% (1 teacher).

Teacher qualifications

All teaching staff members 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>10%</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.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>268918.06</td>
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<tr>
<td>Global funds</td>
<td>211029.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>482149.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119344.49</td>
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<tr>
<td>Interest</td>
<td>21279.57</td>
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<tr>
<td>Trust receipts</td>
<td>5713.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1108433.95</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>11855.14</td>
</tr>
<tr>
<td>Excursions</td>
<td>45603.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>57378.89</td>
</tr>
<tr>
<td>Library</td>
<td>3690.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>23171.12</td>
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<tr>
<td>Administration &amp; office</td>
<td>73450.75</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>61180.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52042.29</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5444.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>38792.69</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>608576.80</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>499857.15</td>
</tr>
</tbody>
</table>

School Tied Funds includes money for Western Region School Projects.

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

School performance 2010

Achievements

Arts

The staff at Morgan Street Public School continues to provide opportunities for students to use their talents and develop their expertise in Creative and Performing Arts.

- All students participate in sequential lessons in music, drama, dance and visual arts to develop their skills and confidence.
- There were six class entries in the verse speaking, three choir entries and the orchestra at the local eisteddfod. Class 6/SM and 2/1A won first place in verse speaking, the senior choir won their section and the orchestra was awarded second place. The junior choir received an honourable mention.
- Weekly orchestra lessons provide enrichment opportunities for twenty musicians.
- Over one hundred students from Years 3-6 make up the senior choir, the Morgie singing group has 40 students and the junior choir is comprised of 50 students.
- An enrichment dance group for 46 students from Years 4-5 is held weekly.

Morgan Street Public School Orchestra

Sport

Morgan Street has continued a tradition of success in local competitions, student representation and staff involvement in local sport.

- There was active participation by students in out-of-school competitions.
- Years 2-6 students participated in a cricket clinic run by South Australian Cricket Association.
- During Term 2 we had four boys’ basketball teams, two boys’ soccer teams, two hockey
teams and five netball teams which involved approximately 120 children participating in interschool sport.

- During Term 3 we had two AFL teams, two cricket teams, three girls’ basketball teams and two girls’ soccer teams which involved approximately 120 children participating in interschool competition.

- The senior AFL team won the interschool Paul Kelly Cup.

- Our Senior Green netball team won the senior division of the Inaugural Red Development Shield for netball and our Junior White team won the junior B division.

Morgan Street Public School Cross Country

- Morgan Street was the champion school in athletics and cross country.

- The girls’ basketball team won the district knockout competition and proceeded to the final of Western Region where they won and became Western Region Champions.

- Isaac Cumming was selected in the NSW PSSA State Basketball team. Samuel Spain was selected in the NSW AFL development squad.

General and Specific School Initiatives

An opportunity for students to assess their performances against the wider school community is a valued part of promoting success and self-esteem at Morgan Street. Once again students were encouraged to participate in these events and competitions.

- Ten classes participated in Special Forever: an environmental communications project, with 10 of our students having their work published. One student also had her work animated on the Special Forever website.

- Twenty-eight Years 5 and 6 students participated in the Australian Primary Schools Mathematical Olympiad.

- Australian Schools Competitions.
  Spelling – 63 participants, 9 credits, 1 distinction
  Mathematics – 71 participants, 13 credits, 6 distinctions
  English – 48 participants, 9 credits, 4 distinctions
  Science – 45 participants, 7 credits, 3 distinctions
  Computer – 58 participants, 11 credits, 2 distinctions

A number of Years 5 and 6 students participated in the 41st Annual Broken Hill Eisteddfod. Shona Swart gained first position in Public Speaking and the school also received four honourable mentions.

Two Year 6 students, Shannon Graham and Grace McLean, participated in a program called i-Extend. This program caters for gifted and talented students.
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

- In 2010 fifty-three students sat the test.
- 70% of students scored in bands 4, 5 and 6 in reading.
- Of the four components of literacy (reading, writing, spelling and grammar and punctuation) writing was the strongest area for Year 3 students.
- Boys performed better than girls in reading, spelling, grammar and punctuation. The boys’ reading scores were significantly stronger than the girls.
Numeracy – NAPLAN Year 3

- 54% of Year 3 students were in Bands 4, 5 and 6.
- 94% of Morgan Street Year 3 students achieved at or above national minimum standards in numeracy.
- Students’ achievement was stronger in data, measurement, space and geometry.
- Boys performed marginally better than girls in numeracy.

Literacy – NAPLAN Year 5

- In 2010 forty-four students sat the NAPLAN test.
- 63% of students were in bands 6, 7 and 8 for reading.
- Of the four components of literacy (reading, writing, spelling, grammar and punctuation), spelling was the strongest area for Year 5 students.
- Girls performed significantly better than boys in reading, writing and spelling.
- 32% of students were in bands 7 and 8 for writing in comparison with the state’s 27%.
Numeracy – NAPLAN Year 5

- 100% of Year 5 students achieved at and above national minimum standards in numeracy.
- Students results were stronger in data, measurement, space and geometry when compared with number, patterns and algebra.
- Boys performed better than girls in overall numeracy.
- Year 5 had a significant number of students in band 5 (49%).

Progress in literacy

This year 50% of the matched Year 5 students have achieved the expected growth in reading; 56% have achieved the expected growth in spelling; 63% have achieved the expected growth in writing and 20.7% have achieved the expected growth in grammar and punctuation.

Morgan Street’s growth in NAPLAN scores for Year 5 students was strongest in grammar and punctuation in our School Education Group (second highest).
Progress in numeracy

This year 60% of the matched Year 5 students have achieved the minimum or better than expected growth in numeracy. Average growth in numeracy for all Morgan Street Year 5 students was equivalent to the state’s average growth.

Morgan Street’s average progress in numeracy between Year 3 (2008) to Year 5 (2010) was greater than the Broken Hill School’s Education Group.

Minimum standards

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

The school was involved in the Dare to Lead Project in 2010. The project provides support for schools endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and for improving the curriculum across all schools about traditional and contemporary history and culture.

The Dare to Lead snapshot team commended the school on:

- The friendly and welcoming atmosphere in the school which is exemplified by the genuinely considerate interactions of the front office staff.
- The cohesive and collaborative working relationship demonstrated by the Executive Leadership Team.
- The fact that parents expressed confidence in their ability to approach all school staff members to resolve issues or concerns related to their children’s learning and development.
- The clearly defined strategies, as highlighted by students and parents, that the school is implementing to develop student esteem, confidence and self-management.
- The positive way in which the Aboriginal Teachers Aide has been included as a fully integrated and professional member of staff.
- The lack of racism evident in the school community.

The snapshot made nine major recommendations which the school will prioritise in 2011 and begin to work toward. Three of the nine major recommendations that will be given high priority are:

- Planning professional learning for all staff around Aboriginal Cultural Awareness and Cultural Protocols and the associated implications for effective teaching and learning.
- Considering the implementation of Personal Learning Plans for Aboriginal students.
- Developing a Register of Community Resource People who may be available to support staff in either teaching about aspects of the local Aboriginal cultures or helping teachers to access / develop resources to teach about Aboriginal cultures.

Multicultural education

The school promotes practices to ensure an inclusive school community and a racism-free learning and working environment through the Welfare policy and P.R.O.U.D. acronym.

The school community is very accepting of the small group of multicultural families in the school.

Morgan Street trained an anti-Racism Contact Officer (ARCO) in 2010.

Year 6 students were involved in a major multicultural HSIE unit in 2010. The unit culminated with a multicultural luncheon where students dressed in a variety of cultures’ traditional dress and they shared a wide range of multicultural foods.

Multicultural Dress-up Day

Respect and responsibility

Morgan Street Public School promotes respect and responsibility strongly through the successful P.R.O.U.D. acronym which underpins the school’s values and welfare policy.

The school has an active welfare committee and an established anti-bullying policy.

Students, staff and the community were addressed by Brett Murray, a motivational speaker who addressed many issues including respect and responsibility.
National partnership programs

A significant number of programs and initiatives were introduced to the school under the National Partnerships Program. An overview of the initiatives are stated below:

- **Literacy:**
  The provision of explicit writing opportunities for Stages 1, 2 and 3 students through the employment of an author/teacher.
  - Students in Years 2 – 6 participated in writing workshops with author Jane Carroll. These workshops received an overwhelmingly positive response from students, parents and staff.
  - The employment of a class teacher to provide additional literacy support for Stages 1 & 2 students.
  - The training of Stages 2 & 3 teachers in Reading to Learn.
  - The training of Early Stage 1/ Stage 1 teachers in Accelerated Literacy in collaboration with Broken Hill Public School training.

- **Numeracy;**
  The employment of a classroom teacher to provide extra numeracy support for students in Stages 1 & 2 combined with the employment of a SLSO to assist with numeracy who provided additional in-class support on a particular grade at the same time as students are withdrawn from that grade.
  - All staff were trained in Maths Matters.
  - The provision of Gifted and Talented programs for Stages 2 & 3 students.
  - High achieving mathematicians in Years 4, 5 and 6 were targeted to work with a maths teacher of gifted and talented students.
  - The training and development of all staff in implementation of boys’ strategies (Success For Boys program) in collaboration with Willyama High School. This involved effective liaison with the Willyama transition to high school teacher.
  - A number of staff members attended a Gender Equity Conference and presented findings to other staff members.
  - Professional learning for the staff continued through staff meetings and close liaison with, and support from, the Western Region Equity Consultant.

Connected learning

The schools’ promotion of equity and access to technology for all students has been pursued during 2010. This is well illustrated with 100% of 3-6 students accessing technology on a weekly basis. K-2 students accessed technology to a lesser extent due to a full lab timetable taken up by 3 – 6 students. This has resulted in the creation of a K-2 computer lab for 2011.

Progress on 2010 targets

**Target 1**

*Reduce the difference in the mean score in overall literacy between the state and school by half in 2010 NAPLAN results.*

Overall literacy is no longer available as a comparative tool in NAPLAN.

Our achievements include:

- Our school mean is now above the state’s in reading and writing in Year 5
- However, there has been an increase in the difference in mean scores between school and state in grammar and punctuation in Years 3 and 5 and spelling in Year 5. This needs to be addressed.

**Target 2**

*Increase the percentage of students at a proficient standard by 5% in Years 3 and 5 NAPLAN overall literacy in 2010.*

Overall literacy is no longer available as a comparative tool in NAPLAN.

Our achievements include:

- Although we have not achieved a 5% increase in students at a proficient standard, the number of students achieving a proficient standard in the state in some areas of literacy also decreased; and
- Results indicate that we are on track with the National Partnership programs, implemented in 2010 and continuing in 2011, that target students in Years 2, 3 and 4 for Literacy because while our mean has indicated an
improvement, this is not reflected by students achieving proficiency level.

Target 3

**Increase the percentage of students achieving regional benchmark from Year 1 2009 to Year 2 2010.**

Our achievements include:

- In 2009, 60% of Year 1 students reached the Regional Benchmark of PM level 18
- In 2010, using school based assessment, 78% of matched Year 2 students (same cohort) reached the Regional Benchmark of PM Level 21
- Based on comparisons of this data, we can conclude that the percentage of students achieving regional benchmark from Year 1, 2009 to matched students in Year 2, 2010 has increased by 18% as opposed to the targeted increase of 5%

Target 4

**To have no students in the bottom bands in numeracy in 2010 NAPLAN results.**

Our achievements include:

- Whilst no students were in the bottom band in numeracy in Year 5. There has been an increase of 4% in the number of students in the bottom band in Numeracy in Year 3.

Target 5

**Increase the percentage of students at proficient standard by 5% in Year 5 NAPLAN Numeracy in 2010.**

Our achievements include:

- Whilst our percentage of students at proficient standard has decreased it should be noted that the state had a similar decrease.

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 Management.

Educational and management practice

Management

**Background**

Management was the educational and management practice evaluated at Morgan Street Public School in 2010. Staff and parents were surveyed using the Department of Education and Training School Map Survey. Thirty-three parents and fifteen staff members responded to the survey.

**Findings and conclusions**

Parental and staff responses to the survey have been analysed.

- A strong majority of parents surveyed agreed that the school is well organized.
- Both parents and staff (100% almost always responses) agreed that on the whole the school is continually looking at ways to improve its performance.
- Staff members indicated positively that the allocation of money and other resources is managed effectively. The majority of the parents’ responses agreed with the staff in this area of management.
- Staff responses to the survey on school management were more supportive than the parent responses, but the general indication from both staff and parents on school management was very positive.

**Future directions**

To strengthen the management practice in the school, as highlighted in the survey:

- Parents’ responses indicate that the school may need to look at some major changes from time to time to improve what is does. This may require some community input on perceived major change.
- The school will need to constantly monitor the way it effectively communicates with both students and parents especially in our current, ever-changing information technology environment.
- Parents should be given greater knowledge on how the school is managed through newsletters, parent workshops and P & C meetings.
Curriculum

English-Writing

Background

An evaluation of writing was undertaken to determine strengths, weaknesses and future directions for this curriculum area.

There was a particular interest in writing as the school had employed a teacher / author as a strategy in the National Partnership Low SES plan. The author was employed to work with classes and teachers. She also worked with a selected group of Year 2 gifted and talented writers.

Staff and parents were surveyed on this strategy. Thirty-seven parents and twenty-one staff responded to the survey on the writing strategy.

Findings and conclusions

- NAPLAN results in writing for Year 3 indicated that the downward trend in Writing has been rectified in Year 3 with more students at proficient standard than Western Region.
- Year 5 NAPLAN results indicated that the school had maintained the number of students at proficient standard in 2010.
- Staff responded positively to the strategies saying that it was a bonus for the students working with a writer and good for their own professional development.
- Staff also indicated that students’ writing would improve as the strategy gave them positive writing tools to assist their writing.
- Parents surveyed were well aware of the writing strategy.
- 64% of parents surveyed indicated that they thought their child was improving within class as a result of the additional writing lessons with the author.
- Some staff members indicated that the irregularity of scheduled times was a weakness of the strategy.

Future directions

- Staff members were supportive of the writing strategy continuing in 2011.
- The author and staff will work together to produce a writing resource booklet that will ensure sustainability of the writing focus.
- Parent workshops on writing will be offered in 2011.
- The writer workshop model will be be offered on video conference to other schools.

Parent, student, and teacher satisfaction

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

Their responses are presented below.

A Community Satisfaction (QSL) was distributed to the school community with a 49% response rate. Findings from the School Community Satisfaction Survey provided insight into five key areas.

- Attendance - 92% of respondents indicated that their child either mostly or always liked to attend school each day.
- Pride - 85% of children felt proud to be a student at the school and 91% of respondents felt proud to be a parent.
- Success - 93% of respondents indicated that their child mostly or always felt successful.
- Teacher Engagement – 98% of respondents believe that teachers mostly or always take an interest in their child.
- Communication – 56% of respondents always believe they are informed about happenings in the school and 40% mostly believe this to be true.

Father’s Day Big Breakfast
Professional learning

All staff members were involved in professional learning throughout 2010. Staff meetings, stage meetings, mandatory training and external courses supported professional growth.

The National Partnership Low SES program boosted the school’s professional learning budget by approximately $75,000.

The school’s global budget funding of professional development was 19713.60. The professional learning included the following areas:

- Literacy and Numeracy – 35% (of budget)
- Quality Teaching – 11%
- Career Development – 8%
- Welfare and Equity – 5%
- Other Programs – 41%

Some of the highlights of the Professional Learning in 2010 included:

- Reading to Learn (Stage 2 and 3);
- Best Start;
- Jolly Phonics;
- Maths Matters;
- Accelerated Literacy (ESI Stage 1);
- Boy’s Strategies; and
- Quality Teaching

The planned major professional learning for 2011 will include Focus on Reading, Language, Learning and Literacy (L3), Multilit, Maths Matters and Best Start.

School development 2009 – 2011

These targets are also published in the Situational Analysis Report for current schools on the National Partnership Low SES School Communities Program.

Targets for 2011

Target 1

*Increase the number of Year 5 students reaching expected growth in reading by 10% in 2011 from 51.2% to 61.2%.*

Strategies to achieve this target include:

- implementing Multilit Program initially in S3;
- implementing Focus on Reading in S2 and S3;
- training staff in using SMART data (SDD beginning 2011) to analyse student performance in literacy and informed teaching practices.

Our success will be measured by:

- An improvement in reading results for Year 5 students as indicated through NAPLAN.

Target 2

*Increase the percentage of Year 3 students at proficient standard by 5% in reading in 2011 from 42% to 47%.*

Strategies to achieve this target include:

- the employment of a class teacher to provide extra literacy support for Stages 1 and 2 students;
- the employment of School Learning Support Officers (SLSO) to assist with literacy in Year 3;
- implementing Multilit Program initially in S3;
- implementing Focus on Reading S2 and S3; and
- training the staff in using SMART data (SDD beginning 2011) to analyse student performance in literacy and informed teaching practices.

Our success will be measured by:

- Increase in Year 3 students at proficient standard in Reading as indicated in NAPLAN.
Target 3

*Increase the percentage of students achieving regional benchmark from Kindergarten 2010 to Year 1 2011 by 5%*

Strategies to achieve this target include:
- implementing L3 – Language, Learning and Literacy training with ES1 staff;
- implementing Jolly Phonics and Jolly Grammar programs in ES1 S1;
- implementing literacy Continuum in ES1 and S1;
- training the staff in using SMART (SDD beginning 2011) to analyse student performance in literacy and informed teaching practices; and
- providing STLA / SLSO support for Kindergarten in Semester 2 for literacy.

Our success will be measured by:
- An increased percentage of students achieving regional benchmark from Kindergarten 2010 to Year 1 2011.

Target 4

*Increase the percentage of Year 3 students in the top 3 bands in number by 5% in 2011 from 54% to 59%.*

Strategies to achieve this target include:
- the employment of a classroom teacher to provide extra numeracy support for students in Stages 1 and 2;
- the employment of SLSOs to assist with numeracy in Year 3;
- all staff being trained in Maths Matters;
- providing gifted and talented programs for Stages 2 and 3 students;
- implementing Numeracy Framework / Numeracy Continuum in ES1 and S1; and
- training the staff in using SMART data to analyse student performance in numeracy and informed teaching practices.

Our success will be measured by:
- An increased percentage of Year 3 students in top 3 bands in numbers in 2011 NAPLAN results.

Target 5

*Increase the percentage of students at proficient standard by 5% in Year 5 NAPLAN numeracy in 2011 from 30% to 35%.*

Strategies to achieve this target include:
- all staff members being trained in Maths Matters;
- providing gifted and talented programs for Stages 2 and 3 students;
- implementing Numeracy Framework / Numeracy Continuum in ES1 and S1; and
- training the staff in using SMART data to analyse student performance in numeracy and informed teaching practices.

Our success will be measured by:
- An increased percentage of Year 5 students at proficient standard in numeracy in 2011 as indicated by NAPLAN.

Target 6

*To increase the number of year 2 students achieving above 70% in the end of year ‘Working Mathematically’ school based assessment from 52% to 62%.*

Strategies to achieve this target include:
- the employment of a classroom teacher to provide extra numeracy support for students in Stages 1 and 2;
- all staff being trained in Maths Matters;
- providing gifted and talented programs for Stages 2 and 3 students;
- implementing Numeracy Framework / Numeracy Continuum in ES1 and S1; and
- training the staff in using SMART data to analyse student performance in numeracy and informed teaching practices.

Our success will be measured by:
- Improved results for year 2 students in end-of-year “Working Mathematically” assessment.
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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