Our school at a glance

Students
Our enrolment in 2008 was 450, including 255 boys and 195 girls.
Ninety five point four per cent of students attended school on average each school day. This was better than daily attendance in 2007 and the State average attendance.

Staff
We had 35 members of staff in 2008. This included 30 teaching staff and 4 support staff. The teaching staff is comprised of five executive staff, fourteen classroom teachers, 2.4 Community Language Teachers, a teacher librarian and 3.6 support teachers.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Our school had a number of significant programs which provided educational support for our students throughout 2008. These were:
- Technology Program
- Aboriginal Education Program
- Multicultural Education Program
- Student Welfare Program
- Programs for Students with Additional Education Needs
- Transition to School and High School.
Our initiatives in 2008 included:
- Intercultural and Interfaith Understanding as mentioned in Multicultural Education Programs

Student achievement in 2008

Literacy – NAPLAN Year 3
Our Year Three results in literacy continue to show improvement in the percentages of students achieving in the top two bands.

Numeracy – NAPLAN Year 3
Year Three performance in Numeracy was similar to the school performance in previous years.

Numeracy – NAPLAN Year 5
Average growth in NAPLAN overall literacy was 90.9 compared to the state average of 80.7 and the Like Schools Group of 54.2. The growth continues to improve.

Messages

Principal's message
The school community should be congratulated on their achievements this year particularly in literacy and numeracy growth. I would like to take this opportunity to thank the school community for their commitment and support in 2008.

The students should be congratulated for their excellent achievements in the arts, on the sporting field, in their classrooms and in their endeavours as citizens of our school. Their achievements and their “striving to achieve” is clearly evident in the outcomes of this Annual School Report.

The commitment of the staff to achieve excellence and their focus on high expectations for students never waivers. They are an outstanding team who have an exceptional knowledge and understanding of the students within and beyond their classrooms. Their devotion to a culture of continuous improvement and determination to achieve success for their students, comes often at significant personal cost. I acknowledge their dedication and commend to you their achievements. As Principal, I am strongly supported by a Parents and Citizen’s Association who give tirelessly of their time and expertise, for the benefit of the whole school community. This year they are to be acknowledged for their fundraising activities which have allowed the purchase of the final four whiteboards for classroom teachers.

The partnerships we have been able to build within the school community are a tribute to the individuals who support these groups. As a school we feel the warmth and support of the community each morning and afternoon as you gather within our grounds, at sporting events, parent teacher nights and school functions. We value your contribution to our school and your support of our endeavours.

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.

Michelle Jacobs
Principal
P&C and/or School Council message

Firstly, I would like to say thank you to the P & C members and other non members for all their help during the year, without your constant help and involvement and also attending meetings, we wouldn’t be able to run a successful P & C.

Re-cap of the year:
- This year saw all new members joining the P & C committee and the amalgamation of the School Council with P & C.
- Through running of various fundraising events which included Easter hampers, Mothers/Fathers Day stalls, Mars Chocolates, Mini Olympics and holiday barbeques we have managed to fund the purchase of four electronic whiteboards, new home reader books, a tree and signature bears for the year six farewell.
- We also chose a new photographer for the school photos next year. Pixi Foto’s were chosen.
- We formed a Sun Hat Policy committee and looked at ways to improve the children wearing hats.

Goals for next year:
- Re-do the mural to co-ordinate with the school’s 80th anniversary.
- Fix the sign on Moorefields Road.
- Fundraise to get artificial turf around the flag pole.

Thank you.

Tasi Savva
P & C President

Student representative’s message

In 2008 the School Parliament achieved many things:

We organised the first ever ‘Pink Day’ to raise money for the “Jane McGrath Foundation.” Everyone wore pink to school and donated a gold coin.

A mufti day and jellybean guessing competition was also held to raise money for the aid agency, “Save the Children.”

School leaders attended ‘Young Leaders Day’ at the Sydney Entertainment Centre. They learned about leadership and how to become a successful leader. They listened to inspirational speakers such as actress Bridie Carter and author Deborah Abela.

The Student Representative Council also organised a number of other fundraisers such as:
- Mufti Days
- School Discos
- Crazy Hair Day

The money raised went to purchase items such as a plasma screen for the office block and new jerseys for PSSA sports.

Dimitra Hatzidakis and Jason Padayon

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

Student enrolments at McCallum’s Hill Public School declined due to the redevelopment of houses and higher rents. Older large houses are being redeveloped into townhouses and apartments, not suited to our current families. The rental market is not family friendly and many families are moving interstate or into western Sydney.

Enrolment trends across the grades indicate that the school population should remain stable in the coming years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>2005</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>2006</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>2007</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>2008</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance in 2008 was better than the State Average and Regional Average attendance. This continues our trend for improved School Attendance.
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1K</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3/4L</td>
<td>3</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>3/4T</td>
<td>3</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>3/4T</td>
<td>4</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>5/6VM</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>5/6VM</td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

There were 18 roll classes. 5/6G and 3/4T are Gifted and Talented classes formed with students selected through a Gifted and Talented register. Year Three and Four classes are formed on a stage basis with students from both year three and year four. Year Five and Six classes are formed on a stage basis with students from both year five and year six. The school has found this organization to be most successful in raising student expectations and learning achievements as well as providing improved opportunities for social interaction.

The class structures at McCallum's Hill Public School change from year to year, to cater for and reflect the specific learning needs of individual students.

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

The school had thirty teaching staff positions allocated in 2008. This included five executive staff and 14 classroom teachers, Greek, Arabic and Chinese Community Language Teachers, two full time English as a Second Language Teachers, a Teacher Librarian, one full time release from face to face teacher, a full time Support Teacher Learning Assistance and a Reading Recovery Teacher for three days each week.

The teaching staff were supported by a School Administrative Manager, one full time School Administrative Officer, one part time School Administrative Officer and part time General Assistant.

<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>4</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>3 days</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2 and 2 days</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Staff retention
There were three staff transfers and one retirement at McCallum’s Hill Public School in 2008. Two of the transfers were a result of reduced student enrolments.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.2%.

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>83</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17</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: 30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong> $</td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</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>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

The balance carried forward in 2008 is much larger than in other years because it includes $119 550.49 in Tied Funds, which includes monies held for in Federal Grants for the purchase of interactive white boards which have been installed in Term 3 2008. The payment to procurement will not occur until 2009 Financial Year.

The School Council have set the voluntary school contribution at $25.00 per student or $50.00 per family for 2007. Funds collected were used for the library and held in an S2 account fund which permits donations to be claimed as a tax benefit.

A full copy of the school’s 2008 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 2008

Achievements

Arts
Excellence in all areas of the creative and performing arts is encouraged. A comprehensive arts program caters for all students K-6.

The quality and range of all students’ artwork is exceptional. Artworks were submitted for “Not Just a Brush” a regional display of student art and “Operation Art” a state wide exhibition. Artworks were selected for display in “Not Just a Brush” and one piece was selected for the “Operation Art” Teacher’s Resource CD.

Our Junior Choir performed at the “Combined Public Schools Music Festival” at the Bankstown Sports Club Auditorium. Our Senior Choir performed at the Sydney Region Music Festival at the Opera House.

The school recorder group was successful in their audition for inclusion in the Opera House Instrumental Series of Concerts. It was an exceptional experience, our students on centre stage of the Opera House.

Further highlights of the arts program in 2008 included:
- Visual arts displays at Westfields Hurstville Shopping Centre during Education Week;
- Performances by the Recorder Group and Junior Choir at Westfields Hurstville during Education Week.

Dancing Classrooms
Thirty Year Five students (15 couples) participated in the 2008 DanceSport Challenge. Over fifteen weeks students were taught by a professional dance teacher, the cha cha, salsa, jive and tango. Four couples, the best from each dance, were chosen to represent the school as finalists in a dance competition held at the State Sports Centre competing against thirty two other schools in the project. Our tango finalists placed
fourth overall. All couples danced in a display in formal dancing attire.

**Public Speaking and Debating**

All students in Kindergarten to Year Six participated in public speaking activities in their classrooms, throughout the year. All students participated in the St George District Public Speaking Competition and Years 3 to 6 in the Multicultural Perspectives Competition.

One student placed second at the St George District Public Speaking Competition and another student was highly commended at the Multicultural Public Speaking Competition.

The school debating team participated in the South East Inter-Zone Competition of the Premier’s Debating Competition and were successful in progressing to the second round.

A new initiative this year was the development of two debating teams. The Year Five debating team entered the Sydney Region Debating Competition. The second team consisted of Year Five and Year Six students and entered the Premier’s Debating Competition. Both teams experienced success in their competitions.

Once again, our school participated in an Inter-school Debating Gala Day held at Canterbury South Public School. Four teams of Year Five students were entered, one being undefeated throughout the competition.

**Sport**

The school has a commitment to a fundamental skills movement program for all students, demonstrated through weekly sport programs, as well as a strong involvement in the Primary Schools Sports Association (PSSA) Competition.

Students in Years 3 – 6 were involved in daily fitness and sports skills programs. Throwing and catching, striking skills and games skills were developed on an individual level.

Softball, T-ball, Cricket, Soccer, Netball, Touch Football, AFL and Rugby League teams were entered in the district PSSA competition. Our Senior A and Senior B netball teams were premiers.

This year we had three regional representatives in Touch Football, two regional representatives in Rugby League, four regional representatives in Athletics, two regional representatives in Cross Country running and two regional representatives in Netball.

Again, our school entered a team in the Paul Kelly Cup, an Australian Rules Knockout Competition. Our team was the winner of the area Gala Day.

We entered teams in the Canterbury Bulldogs Knockout Competitions, Canterbury Bulldogs Knockout Sevens Competition and Oz-Tag Competition. We were semi finalists in the Opens Knockout Competition, Sevens Knockout Competition and Oz-Tag Girls Competition.

In Swimming, from our school team of thirty students, one student was successful in representing the Zone at the Area Carnival. In diving one student represented at school, regional and state level for junior diving. In the School Sports Competition he placed 1st in NSW in his age group and in the National Championships in the same event. In the Australian Diving Championships he placed first in the Boys 11 years and under, 1 Metre, Platform and 3 metres, despite being two years younger than many of the boys in this category.

From our school athletics team of approximately sixty students, four team members were selected for the zone team. Two students then represented the Region at the State Athletics Carnival.

The Intensive Swimming Scheme occurred in the end of term 4 with approximately 250 students participating. Improvement in the safety and swimming ability was noted in the students attending. The importance of this skill continues to be acknowledged by our school community and we anticipate increasing participation in this event, particularly from students of Arabic background.

**Other**

**National Competitions**

Students in primary grades participated in the University of New South Wales Australian School’s Competition.

- Thirty four students participated in the Science Competition, achieving eight credits.
- Forty seven students participated in the English Competition, achieving five credits.
- Thirty four students participated in the Writing Competition, achieving one distinction and six credits.
• Forty eight students participated in the Spelling Competition, achieving two distinctions and eight credits.
• Fifty eight students participated in the Mathematics Competition achieving three distinctions and ten credits.
• Thirty nine students participated in the Computer Competition achieving six credits.

Tournament of the Minds
This year our school entered two teams in the Tournament of the Minds. One team was in the Applied Technology Tournament and the other the Mathematics Engineering Tournament. The teams were comprised of students from years five and six who benefited greatly from the problem solving opportunities. The teams were commended for their teamwork and co-operation.

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 the 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)

Literacy – NAPLAN Year 3

This year was the first year our students were assessed using the NAPLAN which replaced the Basic Skills Tests.

Our Year Three results in literacy continue to show improvement in the percentages of students achieving in the top two bands.

Of our Year Three students in 2008 who sat the NAPLAN 24% were identified by the Learning Support team as having mild or moderated intellectual or language disabilities which would have a significant impact on their capacity to learn. This resulted in increased percentages of students achieving in Bands One and Two compared to previous years.
Numeracy – NAPLAN Year 3
Year Three performance in Numeracy was similar to the school performance in previous years. There were fewer students in Bands One and Two as support was able to be provided for students experiencing literacy difficulties.

Literacy – NAPLAN Year 5
Our performance of students in Year Five in Reading was similar to previous years. There was a reduced percentage of students in the lowest band compared to previous years and similar schools. There were also strong gains between bands five and six compared to previous years, resulting from our continued focus on inferential comprehension.
In Writing our school showed improved performance in the percentage of students achieving in the top three bands both compared to previous cohorts of students and similar schools. Our increased percentage of students in the lowest band was a reflection of the high needs students in that year.

In Spelling our percentage of students in the lowest two bands was less than similar schools. In the highest band our percentage of students was greater than similar schools.

In Grammar and Punctuation our Year Five students performance was similar to other schools in our Like Schools Group except in the lowest band where we performed 6% better.

**Numeracy – NAPLAN Year 5**

Our Year Five Numeracy results continue to reflect the overall improvement our school is achieving in Mathematics compared to previous years except in the top band.
Progress in literacy

Our progress in reading was the same as to other schools in our Like Schools Group.

Progress in numeracy

Our progress in numeracy was better than the State average and the average of schools in our Like Schools 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 2008

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Indigenous perspectives are integrated into classroom teaching and learning programs in all curriculum areas to enhance student understanding of the traditional owners of this land.

Our school celebrated National Aboriginal and Torres Strait Islander Week with a flag raising ceremony and an acknowledgement of country. Our cultural awareness was further enhanced by Indidge Dance an arts, craft and performance group, who shared their culture with the school community.
Our school continues to be an active participant in “Dare to Lead” network. We continue to develop strong links to indigenous members of our community.

Staff members have been trained in the National Accelerated Literacy Program, which was designed to increase literacy outcomes for our Aboriginal students. The Accelerated Literacy Program will continue for all teachers and students in 2009.

During Term 2 our staff participated in an Indigenous Cultural Awareness program as part of our intercultural awareness program.

**Multicultural Education**

McCallum’s Hill PS has 87% of students from language backgrounds other than English comprising 37 different language groups. School programs promote cultural diversity, racial tolerance and understanding.

Key features this year have been:
- Arabic, Greek and Chinese taught as either community languages or languages other than English;
- A multicultural luncheon for all students on our Education Week Open Day provided by parents; and
- Our school participated in the Cultural Exchange Program with East Hills Public School.

In 2007 the school was chosen to participate in a DEEWR (Department of Education and Workplace Relations) pilot program “Promoting Interfaith and Intercultural Understanding in school settings” managed by EREBUS and designed to develop materials to be used in schools to enhance intercultural and interfaith understandings. As part of this program our school participated in intensive professional learning in cultural awareness particularly Arabic, Indigenous Culture and interfaith understandings. Professional learning also focussed on best practice in Values Education. We participated with other schools in the presentation of our initial project at the Values Education Forum 26/27 May 2008 in the ACT and will present at the final outcomes forum in May 2009. Our school project involved the development of teaching and learning units in Stage One, Stage Two and Stage Three that focus on the teaching of intercultural and interfaith understandings in all Key Learning Areas using the connected outcomes groups. A cross cultural training package was developed for use in the induction and orientation of new staff to the school.

### Respect and responsibility

The school believes in educating students to value Australia’s democratic institutions and procedures. Decisions about school improvements, charity fundraising and community support are made by all students through a School Parliament. Senior students act as ministers and shadow ministers and are supported in their role by staff, who act as senators. Ministers report to parliament, debate issues at parliamentary meetings and run whole-school assemblies. Their achievements this year included raising money for Stewart House. Their major school-based project in 2008 was the purchase of sports jerseys for our sport teams.

In 2009, Year 5 and Year 6 students will travel to Canberra and Parliament House as part of their units of study on Democracy.

All students had an opportunity to lead stage-based assemblies which were held fortnightly. Students reported on classroom activities, presented class work, performed dance, singing and dramatic items. The prefects and parliamentary leaders displayed significant initiative in preparing for and leading the assemblies.
Technology

McCallum’s Hill Public School has been a trial school for Thin Client, SMS Messaging, (a Sydney Regional trial), Webmail, ERN and remote access and maintenance programs. Our school rolls are marked and maintained by teaching staff online in classrooms and supported by administrative office procedures to manage late students and SMS Messaging for absences. All school bulletins and planners are sent via the email. Our student welfare practices utilise RISC online and teachers are assessing, maintaining assessment records and reporting to parents utilising the Easy School Reporting package. We currently have all classroom teachers trained and utilising whiteboards in their teaching and learning programs. Our teaching and administrative staff is enthusiastic in their use of technology for administrative purposes and teaching and learning.

In 2008, staff will commence planning integrated learning sequences in mathematics and connected learning outcomes. We expect that our interactive classroom which includes an interactive whiteboard, Video TV, speakers and Video camera should be installed during 2009. This will provide the school with the opportunity to conduct virtual excursions and interactive activities with other schools.

Transition to School and High School

In 2008, McCallum’s Hill Public School continued to strengthened its Transition to School programs for Kindergarten students in 2009 and Year 6 students transitioning to Year 7 in 2009. The Kindergarten Transition to School Program involved twenty two students who participated in enriched learning activities focussing on language development, pre-literacy and numeracy skills, gross and fine motor and preparation for school, on each Wednesday of Term Four. The group was taught by an early childhood teacher and a teacher’s aide in the school hall. The program was available for those students who had not accessed or were unable to access pre-school. The program allowed these students to become familiar with the surrounds of the school, teachers and school expectations. It also enhanced home/school communication. These students confidently commenced school in 2009 and were able to immediately commence accessing the curriculum. Support was able to be provided for first phase ESL students and those with special needs from their commencement of school.

The High School Transition Program involved students in a Ten Day Timetable similar to those in High Schools. Opportunities were provided for students to manage a homework diary, timetable, movement from room to room and different teachers in preparation for high school. Feedback from parents and students confirmed that these experiences were easily transferred to the high school context in 2009.

Programs for students with additional educational needs

Eight students with special needs were integrated into mainstream classes. Five integration teacher’s aides assisted these students with their learning and development of social skills. Individual Education Programs (IEPs) were planned by class teachers in consultation with health professionals, our school counsellor and our school integration co-ordinator to cater for these students’ specific needs. Student review meetings involving parents and caregivers were held to evaluate these programs and examine each student’s progress toward identified goals and outcomes achieved. Planning was then made for future learning.

A number of students identified with behaviour or conduct disorders received support from itinerant support teachers’ behaviour and teachers’ aides (special). Sixteen students in Year 1 with high literacy needs were supported by the Reading Recovery program. The district support teacher learning and the Intensive Reading Program provided support to seven students from other years, who required assistance in reading, beyond the service provided by the school support teacher learning. The school support teacher learning provided assistance to over one hundred students throughout the year in the form of language support groups, in-class reading assistance, mathematics group support and kindergarten reading assistance.

Out of home care short term support provided teacher’s aide flexible support in Terms three and four for six students to assist their learning and social skills

The learning support team met regularly to review the progress of identified students and adjust
programs where necessary. Again, this year the role of the learning support team included making decisions about the use of student learning assistance funds, as well as referrals to itinerant services and Stewart House.

**Student Welfare**

The school is committed to promoting good discipline and effective learning through integrated programs which develop self-discipline, self-review, communication and responsible decision making. The foundation of the student welfare program is appropriate curriculum delivery, supported by the school discipline code.

Student achievement was celebrated in the community newsletter, the local paper, the school noticeboard, at assemblies, on presentation night and through the K-6 Reward System.

The School Discipline Code and Playground Policy continue to result in a more consistent approach to playground supervision and monitoring of student behaviour. Data from the RISC program which is used to monitor student behaviour continues to reflect a significant improvement in student behaviour. In 2008 student suspension rates were lower than previous years.

Our Peer Support Program focussed on “Resilience” and “Anti-Bullying” lessons from the Peer Support Program. Peer Support Training was undertaken in Term 3 this year with Peer Support programs operating in term 4 2008 and term 1 2009.

Staff professional learning focussed on Restorative Practices training, with the full implementation of this program taking place with students and parents in early 2008.

**Progress on 2008 targets**

**Target 1**

*Improved literacy and numeracy outcomes for students*

**Our achievements include:**

- Training and development for staff in Literacy- Growing the Gains stage one and Accelerated Literacy.
- Explicit teaching of literal and inferential comprehension strategies through picture books.
- Implementation of the Lexile Program for all students who are independent readers.
- Purchasing by the librarian of more ‘Lexiled’ texts for the library.
- Purchasing class sets of quality picture books and novels to teach literacy skills through the Accelerated Literacy Program.
- Training and Development in “Effective teaching of Space and Geometry” and “Using technology to engage students in Mathematics”. Passing this information on to teachers through sharing of resources across the whole school and addressing at staff meeting.
- Average growth in NAPLAN overall literacy was 90.9 compared to the state average of 80.7 and the Like Schools Group of 54.2. The growth continues to improve.
- Average growth in NAPLAN numeracy for our school was 92.0 compared to the state average of 79.7 and the Like Schools Group of 60.2.
- The percentage of students achieving at or above the national benchmark in literacy improved by 13% in Year 5 Reading, 17% in Year 5 numeracy and 8% in Year 3 numeracy.

**Target 2**

*To increase integration of ICT into classroom teaching and learning programs.*

**Our achievements include:**

- Training staff in the use of technology for:
  - Lexiles
  - Use of lab
  - Interactive Whiteboard Software
  - Using Wikis to Engage student learning
  - Improved student performance in computer technology as measured by external uni assessments.
  - Increased usage of computer lab, log in and web access.
  - Interactive whiteboards in full use in the classrooms across all Key Learning Areas.
Target 3

To promote respect and responsibility within the school community.

Our achievements include:
- Implementation of new Peer Support Anti – Bullying Training
- Formalised Playground Policy to include Restorative Practice Philosophy.
- Training for parents and students in strategies and practices for restorative justice.
- Review of the School Discipline Policy for inclusion of practices in policy and operational programs.
- Reduced incidences of bullying and inappropriate behaviour as measured by RISC.
- Use of Restorative practices language by parents, staff and students.
- Reduced incidents of student referral for inappropriate behaviour. Reduction of support desk referral measured on RISC.
- Reduced incidences of partial attendance.

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 2008 our school carried out evaluations of Teaching and Technology.

Educational and management practice

Teaching was the area our school selected for evaluation as this area had not been evaluated in the previous five years. This information would also form the basis of the platform to increase the implementation of technology into teaching methodology.

Background

All teachers were surveyed using the School Map Survey for Teaching. Randomly selected parents were surveyed at parent teacher interviews using the parent School Map survey. Twenty randomly selected stage 3 students were surveyed using the student surveys for Teaching using School Map.

Findings and conclusions
- All parents, teachers and the majority of students surveyed believe that the school provides clear information about student achievement through the school’s reporting process.
- The majority of parents, teachers and students surveyed believe that:
  - teachers almost always or usually provide class activities that are interesting and appropriate to student learning needs.
  - what students are asked to learn is important.
  - teacher’s know what students can do and what they need to learn.
  - teachers keep detailed records of students progress.
  - clarification about assessment processes, the purposes of learning and student decision making in learning is required.

Future directions
- Students and parents need to have a clear understanding of how student learning will be assessed.
- Teachers need to continue to develop and refine rubrics for student assessment which are explained to students and parents.
- Teachers need to engage students in substantive conversation about classroom learning strategies and expected outcomes.
- A formal policy for assessment, reporting and evaluation be developed by the school.

Curriculum

Technology was the area of the curriculum selected for evaluation because substantial funds have been expended for the purchase of state of the art technology for the school. The integration of technology into the curriculum is in its early stages and this survey will inform future directions in technology integration into the curriculum.

Background

Teachers were surveyed using the CLAS (Connect Learning Advisory Service) survey tool which allows schools to evaluate their implementation of technology in four phases across eight areas Assessment, Environment, Ethical Practices, Integrating Technology, Online interactions, Perspectives, Professional Contribution and skills.

Randomly selected parents were surveyed at parent teacher interviews using a modification. Twenty randomly selected stage 3 students were surveyed using the School Technology Student Survey.

Findings and conclusions

The results of the CLAS survey are graphed below.
Of the students surveyed:

- 95% had a computer at home connected to the internet. 80% of those students used the computer to complete homework.
- 85% spent between 1 - 3 hours in the previous week using the computer at school.
- 35% used the computers in class at school, between two and five days each week, and 65% used the computers in class once a week.
- All students had email accounts at school.

Students used computers at school to:

- Organise and store information, plan draft, proofread, revise and publish written text
- Create graphics or visuals of non data products
- Create visual presentations
- Perform calculations
- Communicate information as the result of investigations
- Collect data and perform measurements.

Of the parents surveyed:

- 60% had computers at home and all of those computers had access to the internet. All of those parents indicated that their children used the computer to complete homework
- 90% believe that computers helped their children with school work.
- 50% indicated their children spent between 4-6 hours on the computer at home.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Reporting to parents and quality teaching were also identified by the majority of parents surveyed as areas of high satisfaction at McCallum’s Hill Public School.

Parents identified the extra curricula activities conducted by the school such as Tournament of the Minds, Dancing Classrooms, Debating, Choir and Recorder as strengths.

Professional learning

In 2008 Professional Learning at McCallum’s Hill Public School was undertaken by all staff linked to the school management plan, mandatory professional learning requirements of the Department of Education and Training, and professional learning plans for individual teachers.

Staff Development Days focussed on the training of all teaching staff in Restorative Justice Practices, Accelerated Literacy, Literacy Blocks, Consistent Teacher Assessment, interfaith and intercultural understanding, values education and Interactive Technology. In addition to Staff Development Days professional learning is undertaken on Monday afternoons during stage and staff meetings.

In addition to the $20,868 Tied Professional Learning Funds, the school spent $6,545 of school funds on professional learning. The focus for the majority of this expenditure was Quality Teaching in Literacy and Numeracy.

School development 2009 – 2011

Targets for 2009

Target 1
Improved student understanding and use of educational English.

Strategies to achieve this target include:

- Professional Learning Program conducted by Accelerated Literacy Tutors:
  - Day 1
    Module One : Introduction to the Pedagogy
    Module Two : Teaching Sequence and Essential Preparation
  - Day 2
    Module Three : Literate Orientations
    Module Four : Transformations and Spelling
- Purchase of literacy materials to support Accelerated Literacy Program implementation
• Participation in the Best Start Assessment Program
• Integration of technology and Connected Classroom strategies into Literacy Blocks
• Parent Training Programs in Literacy Support Strategies

Our success will be measured by:
• Classroom practice and teacher programs reflecting Accelerated Literacy Strategies
• Improved student use of enriched language in writing, measured by NAPLAN an oral language assessment
• Improved inferential comprehension skills measured by the NAPLAN and running records
• Increased library borrowing rates
• Kindergarten Teachers consistently utilising Best Start Assessment Program
• Students at independent reading levels and above, utilising lexiles and progressing
• Staff being confident in the use of interactive technology to promote literacy practices

Target 2
Improved student understanding and use of Mathematical language, problem solving and working mathematically.

Strategies to achieve this target include:
• Professional learning for all teachers in interpreting and planning from individual student assessments
• Refresher training for all staff in SENA and interpretation
• Training of Kindergarten staff in Best Start Assessment Program
• Review CMIT and Counting On strategies for teaching
• Replenish mathematics resources to support implementation of CMIT and Counting On strategies
• Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and SENA data
• Professional learning for all teachers in implementing Quality Teaching Framework Lesson Study
• Staff meetings conducted by key personnel on individual lesson study plans
• Collaborative planning of lesson study plans by stage teams with a view to maximising technology for delivery of lesson
• Purchase of appropriate software to support lesson development
• Initiatives to increase parent involvement in learning process
• Parent training in how to help your child with mathematics
• Parent training in the Language of Mathematics

Our success will be measured by:
• Best Start Assessments and SENA assessments forming the basis of class programs
• Quality Teaching lesson plans incorporating technology developed for one strand in each stage
• NAPLAN results which are consistent in all areas of numeracy with national outcomes.

Target 3
Enhanced curriculum delivery through the use of ICT.

Strategies to achieve this target include:
• Professional Learning for all staff on the use of interactive technology and integration into the curriculum
• Staff meetings on wikis, blogs, podcasting, photostory, moviemaker and video
• Collaborative planning in teams for curriculum implementation
• Developing learning interest groups across the learning community
• Joining BUGS user group
• Connected Classroom Inservicing completed for 5 staff
• Expansion of connected classroom skills to all staff
• Staff familiar will using CLAS to map their e-learning
• Expanding our learning community through technology
• Investigating then establishing opportunities for families to use school technology facilities and students to have out of class access
• Facilitating regular student/parent shared e-days and e-experiences
• Opportunities for parents to join in virtual experiences and excursions
• Investigating opportunities to have e-links to different schools in NSW, Australia and the world
• E-learn and e-link within our community of schools and outside our community of schools for transition and collaborative learning

Our success will be measured by:
• Whole school evaluation and progress using CLAS
• All classrooms utilising interactive whiteboards for day to day teaching
• Students engaging in all forms of interactive technology to access the curriculum
• Teachers using all forms of interactive technology to engage students in learning
• Holding a whole school technology expo to promote our expertise within the community
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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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: