Minto Public School
Annual School Report 2013
School context

Minto Public School was originally opened in 1867 and has been at its present site since 1954. It serves a diverse community with 68.2% of students coming from language backgrounds other than English (LBOTE).

Principal’s message

Minto Public School is a vibrant school. In 2013, our student enrolments increased, resulting in the formation of an eighth class. We maintain a very positive reputation with the local community and beyond where our students have enjoyed success in a range of curricula and non-curricula activities. The sustained implementation of core programs in the areas of Literacy and Numeracy ensure a systematic approach to achieve excellent outcomes.

During this year the teaching staff undertook an in-depth and thorough training and development program, centered on the new NSW English syllabus, the K-6 continuums and student assessment and feedback.

Through this training teachers have become more reflective of their teaching, better focusing on specific teaching and learning practice and the embedding of assessment strategies into everyday teaching tasks.

The school is most grateful for the hard work and dedication of the P&C. They have worked tirelessly throughout the year organising and running many fundraising activities. These funds will allow for the purchase of classroom teaching resources.

Minto Public School has continued to develop students who will be strong members of the community.

The school provides a caring, supportive and challenging learning environment where educational excellence, equity and individual potential are achieved through co-operation between family, school and community

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.

Mrs Samantha Wilson (Relieving Principal)

P & C message

In 2013, the P&C continued its very strong commitment to the students, parents and teachers of Minto Public School by significantly contributing to the school in a variety of ways. Representatives of the P&C volunteered for parent focus groups, the Community Helpers Program, the Museum Committee, fundraising, school banking, canteen duty and uniform sales.

At the end of 2012 the P&C applied for and was successful in obtaining a community grant of $5,000.00 which was conditional upon the money being used for specific items. The P&C voted upon spending it on the following items: A pie oven, printer and hard drive, 2 x BBQ’s and gas bottles, shredder, binding machine and accessories, 6 x trestle tables and shelving.

The P&C was successfully able to continue the running of the school canteen four days a week, making a profit of over $10,000.00 for our students. This would not be possible without the generous support of the ladies who volunteer their time. The canteen was utilised to cater for a number of school events including: a community disco, Easter hat parade, Education Day, the Extravaganza and helping Year 6 in various fundraisers including the mini fair. The Year 6 Canteen Committee continued assisting in serving at lunch time, filling stock and handing out recess orders.

While the canteen is our major fundraiser, other fundraising in 2013 included: a Mother’s Day stall, a Father’s Day stall, an Easter raffle, cookie dough drive, a BBQ on Election Day, a calendar drive and an end of year Christmas raffle. The P&C continued the use of incentive prizes to reward students and the wider community. All of our fundraisers were successful and all of these activities and the funds raised were distributed directly for the benefit of the students of Minto Public School.

In 2013, the P&C donated over $20,000.00 to benefit the school and the community in a variety of ways. Our major focus this year was technology with over $11,000.00 spent upgrading our school with portable access points, buying 15 iPads and accessories in support of in class learning. Other purchases included $120.00 for the community ANZAC Day wreaths (one for the Ingleburn RSL Dawn Service and the other for the school service); $475.00 towards financing the
Year 6 Farewell dinners as an outgoing gift from the P&C; $265.00 to welcome Kindergarten students with a school library bag; $409.20 towards books for the choir; $3,686.00 towards class reading books and magazines; $2,085.00 to continue the support of new colourful shelving in the library; $200.00 was donated to the 24hr Fight Against Cancer Macarthur in memory of Mrs Sephtons daughter in law who sadly passed away; approximately $450.00 for community support; $115.00 for the Council canteen inspection; $269.50 to renew Healthy Kids Canteen membership; approximately $600.00 for incentive and thank you gifts and $1,000.00 donation to the museum for continued care.

In 2013 the P&C continued the school banking program, a Commonwealth Bank initiative. The students are able to bank every Friday and receive tokens which they can trade for rewards. The P&C receives $5 for every account that is opened through the school and a small percentage of the weekly deposits. Our profit for the year was approximately $450.00 and we had 48 students participating. Thank you to the two parent representatives who volunteer their time to run the program.

In 2011, a non-profit P&C Co-op was established with the ‘Under One Umbrella’ motto to create a family of P&Cs where people can meet, share ideas, facilitate workshops and seminars with industry professionals and use collective buying power to enable bulk buying for fundraisers such as Mother’s Day and Father’s Day stalls. A resource library was funded by U-design Uniforms in Ingleburn which enables schools to use equipment such as fairy floss, popcorn and snow cone machines at no cost which we utilised at the mini fair. I am very proud that our school is part of the P&C Co-op and look forward to this continuing in 2014.

The Uniform Patch in Campbelltown continued as the supplier of our school uniforms. Remaining pieces of stock from our previous supplier continue to be sold in the canteen at a discounted rate as well as our second hand uniforms with around a $500.00 profit this year.

As a P&C, we believe it is important to recognise parents for their contribution and support of our school, so 2013 saw the continuation of our ‘Appreciation Certificates’ which were handed out to families at the end of each semester.

On behalf of the P&C, I would like to thank the school community for the support shown throughout 2013.

Ms Fiona Fernandez
P&C President

Student representative’s message

We would like to thank all of the students, parents and teachers for a wonderful year. Being able to attend leadership events was a great experience and taught us useful new skills.

On behalf of Year 6, we would like to thank our parents and the staff of Minto Public School for their guidance and support in preparing us for our journey into the next stage of education. We would like to thank our class mates for their long term friendships. Over the years we have created lasting memories together and wish everyone the best for high school and their future.

We will reflect on our time at Minto Public School with many happy memories.

Anagh Thilakan & Lili Hu (School Captains)

Patrick Werne, Blake Fernandez, Sean Barron, Annabelle Prakasham (Student Leaders)
**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
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<td>99</td>
<td>98</td>
<td>91</td>
<td>89</td>
<td>93</td>
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**Student attendance profile**

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<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
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<tr>
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<td>96.3</td>
<td>94.3</td>
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<td>94.2</td>
<td>95.0</td>
<td>96.0</td>
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<tr>
<td>Total</td>
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<td>94.6</td>
<td>95.1</td>
<td>94.8</td>
<td>94.5</td>
</tr>
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**Management of non-attendance**

Departmental and school guidelines are followed when a student presents as a non-attendee. The Home School Liaison Officer becomes involved at this time.

**Class Sizes**

There were 8 roll classes in 2013. Classes were formed taking into account grade numbers and the differing learning needs and learning styles of students. All classes were mixed ability in composition. Class sizes remained stable throughout 2013.

**Structure of classes**

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<td>KG</td>
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<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>2/3T</td>
<td>3</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>3/4E</td>
<td>3</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>3/4E</td>
<td>4</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>24</td>
<td>20</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**

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

There are no members of staff at Minto Public School who identify as Aboriginal or Torres Strait Islander.
Staff Retention

During 2013, the executive staff at Minto Public School saw a few changes.

One of two Assistant Principals continued her EOI position at the local High School. Her classroom position was filled by a temporary teacher and two permanent staff members shared the Relieving Assistant Principal position.

Mrs Vicki Craze (Principal) took leave for the duration of the year. Her position was filled by Mrs Samantha Wilson, following the EOI process of merit selection.

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>
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<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>37</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>107,527.79</td>
</tr>
</tbody>
</table>
School performance 2013

Achievements

Creative, Practical and performing Arts

The school has continued to provide a focus on the arts during 2013 and is committed to presenting students with opportunities to participate in a wide variety of programs in visual arts, music, dance and drama.

The biennial Minto Extravaganza titled ‘After’ was performed in the school hall in September to the delight of a large audience filled with family and friends. The Extravaganza showcased the amazing talent and hard work of the students and staff in collaboration with the Dance2BFit company. Each class group performed a dance depicting a scene from the original play written by a staff member. The play was based on Charlie and the Chocolate factory, exemplifying what happened to the main characters once they became adults.

The Operation Art program continued with one student having their artwork chosen to represent the school in the Operation Art competition, an initiative of The Children’s Hospital, Westmead. The artwork was exhibited at the Armory Gallery, Sydney Olympic Park.

The choir, made up of 32 members had an increased number of rehearsal and performance opportunities. The choir performed at the Anzac Day Ceremony, Education Week, The Philippines Typhoon fundraiser, the School Extravaganza, Pembroke Lodge Aged Care Facility, ‘Our Culture, Our Way’ Indigenous celebration assembly at Sarah Redfern Public School and the Presentation Day assembly. The choir also performed the Minto Public School song at every school assembly.

Students again had the opportunity to participate in public speaking in 2013. In Term 2, Minto PS participated in the multicultural perspectives public speaking competition with 4 students being chosen to represent the school at regional level.

Whole school assemblies and Book Week were avenues where students were given the opportunities to lead and perform in the creative and performing arts.

Sport

The school continued its commitment to the promotion of sport and fitness across all stages.

In Term 2, the school engaged in the program ‘Mr Soccer’ to deliver a seven week fundamental movement skills program. In Term 3, ‘Dance2BFit’ was once again engaged and all classes participated in the nine week program to support our ‘Extravaganza’ performance. Both activities equipped students with skills and self-confidence while improving upon their fitness and coordination.

The school participated in winter The Fields Zone Primary School Sports Association (PSSA) galas. In 2013, we fielded teams in newcombe ball and soccer.

Five students represented the school and The Fields Zone at the Sydney South West Regional level in four sports. A school team was fielded in each of the Zone carnivals; swimming, athletics and cross country.

Students enjoyed several coaching clinics throughout the year. These activities involved being taught gross motor skills in fun and active sessions.

International Competitions and Assessments for Schools (ICAS)

The school once again provided the opportunity for students in Years 3–6 to enter the ICAS University of New South Wales competitions with excellent results. These included:

- Computer Skills– 18 students participated, 1 Distinction and 4 Credits awarded;
- Spelling–17 students participated, 3 Distinctions and 7 Credits awarded;
- Writing–14 students participated, 3 Distinctions and 4 Credits awarded;
- English–19 students participated, 2 Credits and 1 Distinction awarded;
- Mathematics–22 students participated, 5 Credits awarded; and
- Science – 13 students participated, 3 Credits awarded.
**Academic achievements**

**NAPLAN**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 – Reading**

Twenty four Year 3 students sat the literacy aspects of NAPLAN. Of these students, two were Aboriginal or Torres Strait Islander and 14 were from a language background other than English (LBOTE). The areas assessed are reading, writing, spelling, punctuation and grammar. The reading results are as follows:

**NAPLAN Year 3 - Numeracy**

Twenty four Year 3 students sat the numeracy component of NAPLAN. The areas assessed are number, patterns and algebra, measurement, data, space and geometry. The numeracy results are as follows:

**NAPLAN Year 5 – Reading**

Twenty Year 5 students sat the literacy aspects of NAPLAN. Of these students, one was Aboriginal or Torres Strait Islander and 16 were from a language background other than English (LBOTE). The areas assessed are reading, writing, spelling, punctuation and grammar. The reading results are as follows:
NAPLAN Year 5 – Numeracy

Twenty Year 5 students sat the numeracy component of NAPLAN. The areas assessed are number, patterns and algebra, measurement, data, space and geometry. The numeracy results are as follows:

Progress in literacy

Year 5 students’ results can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school ‘value adds’ to students’ previously assessed levels.

- In reading the school’s average growth was 101.9. This is well above the state average of 83.2.
- In spelling the school’s average growth was 91.2. This is above the state average of 84; and
- In grammar and punctuation the school’s average growth was 106.3. This is well above the state average of 77.7.
- In writing the school’s average growth was 54.7. This was just below the state average of 55.4.
Progress in numeracy

Year 5 students’ results can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school ‘value adds’ to students’ previously assessed levels. The progress of matched students in numeracy is as follows:

- In numeracy the school’s average growth was 100. This is well above the state average of 88.5.

Minimum Standards

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
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<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2013, 3% Aboriginal and Torres Strait Islander (ATSI) students were enrolled at Minto Public School.

Activities and programs to raise awareness, understanding and appreciation of Aboriginal culture, history and contemporary Aboriginal Australia were provided for all students and included teaching and learning activities embedded in curriculum units, acknowledging NAIDOC Week during Education Week Open Day Assembly, Acknowledgement of Country at all assemblies and formal gatherings and celebrating Harmony Day.

In 2013, teachers received professional development on Personalised Learning Plans and
the importance of ensuring students and parents play an active role in the development of the PLP. Teachers with ATSI students evaluated PLP’s each term and regularly communicated to parents about student goals and achievements.

Multicultural education
Our school has an inclusive culture that celebrates difference and ensures flexible learning for all students. 68.2% of students at Minto Public School are from language backgrounds other than English.

This year teachers have been exposed to and are now using a new approach to profiling ESL students, the EAL/D progression English as an Additional Dialect. This change has given teachers the opportunity to analyse and discuss student ability and progress in order to place students on the progression of learning for listening, speaking, reading and writing. This will assist all teachers at Minto Public School to successfully plan teaching and learning activities for the EAL/D students in their class.

Mrs Robinson, the ESL (English as a Second Language) teacher will now be referred to as the EAL/D teacher and ESL students as EAL students.

To celebrate multicultural education in 2013, Harmony Day and Naidoc Week were celebrated in conjunction with Education Week. Students and teachers experienced a day of activities to learn about and celebrate the customs of some of our cultures. The day culminated in a presentation by ‘Cultural Diversity’ who demonstrated dance, song and music from Asian countries.

The Community language Schools of Chinese and Sinhalese were available after school hours.

Reading Recovery
Reading Recovery is an early intervention program. It aims to accelerate student progress, to the average level of their grade, as quickly as possible so students may obtain maximum benefit from classroom instruction.

2013 was the fifth year on the program and our existing trained Reading Recovery teacher continued in this role, offering additional intensive instruction to Year 1 students to become better readers and writers. Staffing allocation of this program was increased to three students per day to receive half an hour of individual instruction. Eight students entered the program. Of these, six students successfully completed the program. One student transferred to another school and one student was referred off the program and had continued in-class support, additional familiar reading time with a school learning support officer and was monitored by the school Learning Support Team. Students in Years 2 and 3, who had been on the program in 2011 and 2012, were monitored throughout 2013 and continued to improve.

Targeting early Numeracy (TEN)
The Targeted Early Numeracy (TEN) intervention program is designed to complement the regular numeracy programs, Count Me In Too (CMIT) and the Kindergarten Best Start Assessment. This program recognises that a small percentage of students are at risk of numeracy failure. The program sets explicit learning intentions against the Mathematics K-6 syllabus on what students should be able to do in addition and subtraction at each developmental stage.

In 2013, new K-2 teachers received intensive Teacher Professional Learning through attendance at courses and in-class demonstration lessons supported by the in-school co-ordinator, in the effective delivery of the TEN program.

Teachers continued the implementation in 2013.

All students K-2 were involved in short, focused numeracy sessions of approximately ten minutes each day. These differentiated lessons catered for the developmental stage of all students. Student outcomes were tracked and data gathered and analysed every five weeks.

Parent and Community program
Minto Public School runs a small but very active and highly supportive P&C. The P&C meets monthly and supports the school financially through fundraising and are actively involved in the shared decision making of the school. In 2013, P&C financial support has been close to $20 000 representing many hours dedicated to the school.
School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2013

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School priority 1 - Literacy

**Year 3:** Reduce the percentage of students in Year 3 achieving at or below minimum standard in NAPLAN reading from 14% to 9% by 2013.

**Year 5:** Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading from 15% to 30% by 2013.

**Year 5:** Reduce the percentage of students in Year 5 achieving at or below minimum standard in NAPLAN reading from 45% to 30% by 2013.

**Kindergarten:** Increase the percentage of students in Kindergarten achieving Cluster 4 in the aspect of Reading texts from 75% to 80% by 2013.

Our achievements included:

- 8% of Year 3 students achieved at or below minimum standard in NAPLAN reading. A positive decrease of 6%.

- 20% of Year 5 students achieved at or below minimum standard in NAPLAN reading. A positive decrease of 25%.

- 91% of Kindergarten students achieved Cluster 4 in the aspect of Reading Texts. A positive increase of 16%.

School priority 2 – Numeracy

- Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN numeracy from 15% to 25% by 2013.

- Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN numeracy from 10% to 25%

- Increase the percentage of students in Year 2 achieving (proficiency) Counting on/Back and Facile levels in Numeracy from 85% to 90% by 2013.

Our achievements included:

- 17% of students in Year 3 achieved in the proficiency bands in NAPLAN numeracy. A positive increase of 2%.

- 100% of Year 2 students achieved Counting on/back and Facile levels in numeracy. A positive increase of 25%.

School evaluation

Curriculum Evaluation: Student Welfare Plan

In 2013, Minto Public School recognized a need to tighten policy documents and procedures in the curriculum area of student welfare and discipline. Minto Public School adopted four core school rules that identify expectations of behavior in all contexts. The school reviewed the Student Welfare and Discipline policy and led staff through consistent procedures for classroom management and reporting of playground offences.

Teachers delivered social skills lessons to introduce the school rules and visuals were displayed in all contexts. The school reward system and discipline levels were carefully reviewed and updated.

The purpose of the evaluation was to ascertain the effectiveness of the new Discipline Plan and whether or not it meets student needs and addresses the whole school approach.

An evaluation team was formed which conducted an audit of current school practices in relation to student discipline and strategies at Minto Public School. Following the introduction and trial of the four core school rules, the input of students, staff and parents was sought through surveys, with 176 student responses, 12 staff responses and 32 parent responses received. This information was collated and analysed by the evaluation team and used to inform a number of recommendations for future directions.
Findings and Conclusions

Feedback via student, staff and parent surveys indicated positive levels of support for the Student Welfare Plan at Minto Public School, with recognition of the importance of students developing capacity to be well-rounded learners.

- The majority of students felt that the Notebook lessons developed to introduce the four core rules helped them understand what the rules meant to them.
- Most students understand that the rules have different expectations in different contexts around the school E.g. library, canteen etc.
- All staff members use the Marvellous Minto Merit (MMM) awards as an instant recognition of positive behavior in all contexts.
- Staff identified that the Notebook lessons were beneficial in introducing and reinforcing the core school rules.
- Most parents indicated that their children are excited to talk to their parents about receiving MMM awards as recognition for positive behavior.
- Majority of parents indicated that they have some understanding of the four core rules but would like to be informed more about how they have been modified for each school context.

Future Directions

Through analysis of all data sources the following recommendations and future directions were suggested by the evaluation team:

- Playground behavior recording books will be updated to include a checklist of behaviours and an additional box for optional comments to reduce completion time.
- Notebook lessons will be revisited with students at the beginning of each term and reminders will be incorporated into school assemblies Weeks 2 and 8 of each term.
- PDHPE Scope and Sequence will include Social Skills as a Term 1 focus unit of learning.
- Permanent signage will be purchased and displayed in the playground context.
- The core school rules will be added to the school website and featured in the school newsletter each term.
- Minto Marvellous Merits will be included in the casual teacher handbook and made available to canteen, office and support staff.

Parent, student and teacher satisfaction – Learning Evaluation

In 2013 Minto Public School sought the opinions of parents, students and teachers about the overall school culture of learning.

The instrument used to gather and triangulate feedback was the ‘School Map School Learning Survey’. This consists of a number of statements, tailored to ascertain and compare student, staff and parent/community feedback on a variety of aspects of overall school learning. The evaluation committee received a total of 172 student responses, 11 staff responses and 32 parent responses.

Following an analysis of the survey response data, the following conclusions were able to be drawn by the evaluation committee:

- 96% of students, 97% of parents and 100% of teachers indicated that the classroom is an interesting place to learn.
- 96% of students, 97% of parents and 100% of teachers indicated that the teachers and the school expect students to do their best.
- 97% of students, 94% of parents and 98% of staff indicated that there is a balance between working independently and working with other students.
- 99% of teachers share ideas and experiences with colleagues to improve teaching practice.
- 100% of teachers indicated that they use a wide range of appropriate resources to assist students with their learning.
In summary, the responses to the ‘School Map School Learning Survey’ indicate generally high levels of satisfaction amongst students, staff and parents with the school learning environment at Minto Public School.

**Professional learning**

During 2013, teachers participated in numerous professional learning activities based on school needs and initiatives being implemented throughout the year. The implementation of school improvement targets and priorities reflected the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes. Professional learning opportunities were provided for all staff including School Administrative Staff and Learning Support Officers. Teachers participate in weekly staff / stage meetings focusing on areas of need in support of the school management plan. The Quality Teaching model underpins all aspects of professional learning. Staff Development Days in 2013 provided opportunities for staff to participate in professional learning suites targeting Quality Teaching, understanding and implementing the new NSW syllabus documents, school planning and updating mandatory training.

**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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**School contact information**

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