Matong Public School
Annual School Report 2013
Principal’s Message

Matong Public School is located sixty-six kilometres north-west of Wagga Wagga, in the Riverina Region of New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and working with technology. Current enrolments total forty-three students, with two full-time teachers and one part-time teacher (responsible for RFF and library), a part-time School Administration Manager, one part-time School Chaplain, one full-time and two part-time School Learning Support Officers (SLSO). The teaching staff is committed to continually strengthening the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to student welfare in supporting increasing student outcomes.

This commitment, combined with the strong support that the school enjoys from the parents and wider community and our ability to join with other small schools in the area, enables the school to successfully work towards its objectives and ensure that our size and isolation do not have a negative impact on the education of our students.

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.

Anne-Maree Moore

P & C Message

2013 at Matong Public School will certainly be a memorable one!

The staff at Matong Public School have all done an amazing job this year. They have all had to take on new and challenging roles throughout the year. They have all given more than 100% to our students, whilst grieving the loss of our friend and mentor, Mr. Ian Lucas. We are very fortunate to have all the wonderful staff within our school and the P & C will do all it can to support them. We cannot thank the staff at our school enough.

In 2013 we welcomed the students and families of Grong Grong Public to our school. Also at the beginning of term 3 we welcomed, as our new school principal, Mrs. Anne Maree Moore to our school community.

On the activities front, P & C has had another busy year, contributing towards the Mentoring program, the excursion to Altina Wildlife Park, stage 2/3 Canberra excursion, Swimming at Ganmain, and Presentation Night book prizes. P&C also hosts the Chocolate Wheel and carols in the Matong Park this year.

We also had an air conditioner installed in the library, paid for garden edging to improve the look and safety of the school grounds and had several working bees and barbeques. We hosted and ran the school small athletics carnival and finally the school disco at the town hall.

I would like to thank all the members of this year’s P & C for their contributions and the community for their support.

Supporting the P&C not only helps the school but also contributes to your own Child’s education, so I urge everyone to become involved. We look forward to your support in 2014.

We farewelled Miss Jess Walsh who spent time as librarian, stage one and 2/3 teacher. We wish her all the best as she looks to advance her teaching career.

Mr Andrew Hatty – P & C President 2013
Student representative’s message

I would like to thank all of the students and staff, past and present for the opportunity to be one of the school captains this year. I have been proud to represent the school and I hope that I have given back to the school as much as it has done for me. Thank you to all the helpers. The classroom helpers, the teachers aids, the bus drivers, scripture teachers and P&C. Thanks also to the casual teachers. This year has been difficult with the passing of Mr. Lucas. We will always look back fondly on our schooling at Matong Public School and we will take all we have gained into the next stage of our lives.

Roselle Currie - School Captains 2013

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

Matong Public School had an enrolment of forty-six students, comprising 28 boys and 18 girls, when student numbers were collated this year. Fifteen students travel to our school from nearby centres. Enrolment figures have increased by four over the past twelve months. Six students were transferred from Grong Grong due to school recess.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>15</td>
<td>19</td>
<td>14</td>
<td>19</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>24</td>
<td>26</td>
<td>20</td>
<td>21</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

Management of non-attendance

Overall, non-attendance at our school is not an issue. However, the following processes are in place for those few students whose attendance may, on occasions, cause concern:

- parents are contacted and the student’s attendance record is discussed
- DET attendance requirements are explained
- the students’ attendance is closely monitored, including partial attendance
- if attendance patterns do not improve, the matter is referred to the HSLO (Home School Liaison Officer).

Student attendance profile

Student attendance rates at Matong Public School continue to be very good, often scoring well above the regional and state averages. This has been an ongoing trend over several years.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1 day/tm</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.22</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There is currently no Indigenous staff member employed at Matong Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td></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.

Expenditure

<table>
<thead>
<tr>
<th>Positions</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>23060.52</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>2267.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>4001.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>182.68</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6578.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37459.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3873.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24783.18</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9610.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11789.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7669.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>131275.65</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>53560.36</td>
</tr>
</tbody>
</table>

A full copy of the school's 2013 financial statement is tabled at the annual general meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Matong Public School is well respected in the community for its commitment to providing students with a well rounded education which includes the provision of a wide variety of extra curricular activities.
Arts
The school provides students with varied opportunities to foster talent in the creative and performing arts. Achievements for 2013 include:

- fortnightly visits by the mobile library continued throughout the year, allowing the students access to a much wider range of reading materials than can be offered by the school
- all students performed in the school concert at the end-of-year presentation night and created the impressive back drops and props used in the concert
- all students joined in a variety of school based arts projects including the decoration of bird boxes now hung in the Native Outdoor Learning Area (NOLA) and the creation of mosaic tiles now laid as a path in the NOLA.

Sport
The school’s emphasis on fitness and skills based sporting activities again resulted in some fine sporting achievements for 2013:

- strong representation school at the Riverina carnivals
- all students participated in the end-of-year intensive swimming program, resulting in significant gains in water confidence and swimming skills
- the Premier’s Sporting Challenge was, again, an integral part of our fitness program and proved popular with students and staff
- students tried out for district and regional teams and Stage 2/3 students participated in the Cricket Gala Day in Wagga this year
- all students were subsidised to participate in the Milo Cricket program ran at the school.

Other
- Matong Public School hosted the Coolamon Shire Australia day celebrations January 2014 where an estimated two hundred community members were in attendance to hear the guest speaker and witness the presentation of awards
- students and staff participated in the community ANZAC Day march in Ganmain and school ANZAC Day service
- Year 6 students attended a Peer Support Leadership training day during the year and they capably led our school’s Peer Support program throughout term three
- weekly religious instruction took place throughout the year and featured an inter-denominational Easter scripture service and all students participated in the successful trial of a combined ‘Messy Christmas’
- students participated in a variety of learning activities including National Walk To School Day, National Family Reading Month, Schools Clean Up Australia Day, Bike Education Day, Ride to School Day, excursions to Narrandera and Wagga Wagga, Life Education Van, a major excursion to Canberra for Stage 2/3 and celebration activities for Education Week, Book Week and National Literacy and Numeracy Week
- our school captains attended the Young Leaders’ Conference held at the Entertainment Centre in Sydney
- Year 5 and Year 6 students attended science days at the Riverina Environmental Education Centre

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 and enter the school name in the Find a school and select GO to access the school data.

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, and average growth information to be publicly reported.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

At Matong PS there were only five students in Year 3 who sat the NAPLAN tests in 2013. Therefore, results cannot be advised in this report. Parents have been advised of their child’s achievements.

**NAPLAN Year 3 - Numeracy**

At Matong PS there were only five students in Year 3 who sat the NAPLAN tests in 2013. Therefore, results cannot be advised in this report. Parents have been advised of their child’s achievements.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

At Matong PS there were only four students in Year 5 who sat the NAPLAN tests in 2013. Therefore, results cannot be advised in this report. Parents have been advised of their child’s achievements.

**NAPLAN Year 5 - Numeracy**

At Matong PS there were only four students in Year 5 who sat the NAPLAN tests in 2013. Therefore, results cannot be advised in this report. Parents have been advised of their child’s achievements.

**Progress in reading and numeracy**

Due to small student cohorts, progress in literacy and numeracy is unable to be displayed. However, parents have been advised of their child’s growth in these areas.

**Significant programs and initiatives**

**Aboriginal education**

Cross-curricular Units across KLA’s studied during the year by both classes have continued to have an Aboriginal perspective where possible and practicable, giving students a range of opportunities to expand their understanding of Aboriginal culture, whilst at the same time presenting them with opportunities to appreciate Australia’s history from the Aboriginal point of view.

The Riverina Environmental Education Centre visited Matong Public School to present a day of Cultural learning which included a very popular traditional games session.

“Acknowledgement of Country” continues to be included at the beginning of all formal school activities and functions.

**Multicultural education**

Multicultural perspectives continue to be integrated into cross-curricular units of work, resulting in a growing awareness of other cultures and their importance and contribution to Australia as a multicultural society.

The current affairs program, “Behind The News”, is watched each week by Stage 2/3 and stories relating to the multicultural nature of Australia are regularly aired. These are used as a springboard for class discussions.
Other programmes

School Chaplaincy

The role of school chaplain at Matong PS continues to be an integral part of the successful operation of our school. Mrs Neena Evans, who has very capably filled the role of chaplain since its inception, continues to build her skills and develop her network of contacts with the work she does within our school and local community. The benefits of this service at our school are many fold, with the chaplain providing pastoral care and personal assistance for students, staff, parents and community members; assisting in the implementation of all facets of our welfare programmes and anti-bullying initiatives; networking with the welfare services and other agencies in the local and wider community to provide an ever broadening range of support services to the school community; and, supporting staff with school activities as required.

Formal and informal feedback from all sections of the school and wider communities continue to indicate that the school chaplain’s position at our school is held in very high esteem.

Peer Support

Our Peer Support programme continued during Semester 3 of this year, under the capable leadership of our Year 6 students, and once again proved popular with all students from Kindergarten to Year 6. A very successful training day was held during the year to prepare our Year 6 students for the group leadership roles they were expected to undertake. This training was again organised and facilitated by staff from Matong Public School and took place off-site. The feedback from the participants and facilitators was very positive.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School self-evaluations
- SWOT analysis – P&C and staff input
- SMART and other school data analysis

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- Increase in student reading fluency and comprehension of text
- Consistent production of quality written texts using correct spelling, grammar and punctuation
- Provision of appropriate opportunities for students to develop talking and listening skills
- Extension and support programs in place for identified students
- Confident use of technology by students and staff to enhance literacy strategies and assessment.

Evidence of progress towards outcomes in 2013:

- 80% of students achieved stage appropriate “C Level” or above in reading and writing
- Support directed to identified students through Individual Learning Programs (ILPs) delivered by the support teacher / SLSO
- 100% of students who performed one year above the benchmark were provided with extension activities

Strategies to achieve these outcomes in 2014
• Analyse NAPLAN results and students’ work samples against syllabus outcomes in literacy. Identify historic weaknesses
• Focus on identified areas of weakness of individual students and the school as a whole
• Stage 1 teacher to continue with L3 implementation. Other teaching staff to participate in after-school Focus on Reading training for implementation with stage 2/3
• Explicit teaching of spelling and grammar conventions in a sequential and structured program
• Refine approach to assisting students requiring learning support, using data and resources from student work samples, School Counsellor and other agencies
• Identify students performing above expected level in literacy and provide opportunities and activities to cater for their needs
• Develop writing rubrics with small schools’ network staff based on syllabus, Consistent Teacher Judgement and NAPLAN writing criteria
• Organise videoconference link-ups with other ARCONA schools for talking and listening activities.

School priority 2

Numeracy

Outcomes from 2012–2014
• Student development in all areas of numeracy, with emphasis on numeration and working mathematically
• Improved student ability with mental computations and use of mathematical terminology
• Extension and support programs in place for identified learners
• Confident use of technology by students and staff to enhance numeracy strategies and assessment.

Evidence of progress towards outcomes in 2013:
• 80% of students achieved stage appropriate “C Level” or above in number and working mathematically
• Support directed to identified students through Individual Learning Programs (ILPs) delivered by the support teacher / SLSO
• Gifted and Talented Students identified and provided with extension activities.

Strategies to achieve these outcomes in 2014:
• Analyse NAPLAN results and students’ work samples against syllabus outcomes in numeracy. Identify historic weaknesses
• Focus on identified areas of weakness of individual students and the school as a whole
• Resources purchased to support Teacher Professional Learning. Support will be directed to nominated students through individual programmes delivered by our School Learning Support Officer
• Classes structured so as to implement stage-based numeracy groups
• Target support for individual learning needs – both remedial and extension - as determined by regular classroom assessment and monitoring
• SLSO is engaged to support identified students
• Assess current resources and fund new resources to support numeracy teaching and learning programmes
• Teaching programmes indicate an emphasis on working mathematically, mental computations and mathematical terminology within the Quality Teaching framework.
School priority 3

Professional Learning

Outcomes from 2012–2014

- School staff be engaged in professional learning for the delivery of enhanced performance within job descriptions - teaching and non-teaching.

Evidence of progress towards outcomes in 2013:

- As part of the TARS (teacher assessment and review schedule) process, individual professional learning plans have been developed collaboratively for staff, with particular emphasis on major aspects of our school plan and the utilisation of Information and Communication Technology (ICT) in their teaching practice.

- 100% of staff have participated in professional learning activities for skill development and consolidation within their job descriptions.

All teaching staff have engaged in curriculum-based professional learning with particular emphasis on literacy, numeracy and ICT across all the Key Learning Areas.

Strategies to achieve these outcomes in 2014:

- Provide teaching and learning support that aligns with regional and NSW state literacy and numeracy plans.

- Implement DEC professional learning programs such as L3 and Focus on Reading 3–6. Identify and use quality teaching materials that align with syllabus and support documents.

- Encourage staff members to lead literacy and numeracy activities at parent information evenings and inter-school meeting days.

- Make use of new technologies such as video conferencing with other schools to promote new methods of professional learning.

- Provide professional learning opportunities for SASS staff to assist them in the carrying out of their roles.

- Classes structured so as to implement stage-based numeracy groups.

Professional learning

All teachers participated in professional learning in 2013.

Professional learning activities undertaken were:

- Principals’ Conference
- Language, Literacy, Learning (L3)
- Every Student, Every School (ESES)
- Numeracy Training
- National Curriculum
- Focus On Reading (FoR)
- Learning and Support Teacher Training (LaST).

On School Development Days, all staff participated in mandatory training such as Child Protection, Emergency Care and Resuscitation, Code of Conduct and Aboriginal Cultural Awareness Training.

A total of $6,578.62 was spent on professional Learning – an average $2,220.00 per teacher.

One New Scheme Teacher was employed, actively working towards accreditation in 2013.
No new scheme teachers are maintaining accreditation at Professional Competence.

Matong Public School hosted 2 placement students from Charles Sturt University and found this was of significant value to the school and plan to continue to host students in the future.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Surveys covered a wide range of school-related activities including the school’s rapport with the local community, its commitment to the environment, school discipline, student behaviour, technology, student welfare, extracurricular programmes, resources, staff, uniform as well as school buildings and grounds.

A vast majority of respondents either agreed or strongly agreed that Matong PS is a good school that is attractive and well-resourced. It is staffed by competent teachers who teach the students well and are approachable regarding concerns about student progress. The respondents agreed that Matong PS maintains a focus on literacy and numeracy, offers challenging programmes for its students and achieves high academic standards. Our welfare programmes and promotion of positive core values met with the approval of respondents and most agreed that fair discipline exists within the school.

There was agreement that our students are the school’s main concern, however, a couple of parent responses intimated some students could look at their behaviour and respect for themselves and others.

Access to technology opportunities was deemed to be excellent by most respondents. All acknowledged that a range of extracurricular programmes are offered and that extra support is provided to students who require it. The majority felt we have a friendly school that is tolerant and accepting of all students. They felt we promote a healthy lifestyle but a minority of parents indicated they felt that better connections could be made with the community and parent body. A vast majority of parents supported our uniform policy.

All areas for improvement and development have been noted.

**Program evaluations**

**Positive Behaviour for Learning (PBL)**

**Background**

In 2013, the school looked at the implementation of the Positive Behaviour for Learning.

School values of effort, respect and responsibility needed to be evaluated and put into practice for playground supervision at both recess and lunchtimes and before and after school.

It was recognised that consistency in supervision and consequences for poor behaviour needed a definitive approach which included organised tracking of student behaviours.

Staff and students were surveyed and the school parent body consulted and a plan of action put into place.

**Findings and conclusions**

- There was a need to redraft the whole-school timetable and duty rosters to support students in the playground
- Active supervision by teaching staff needed to be maintained throughout each duty time with staff concentrating on active scanning, movement and positive interaction with students during playground supervision
- The focus for Positive Behaviour for Learning (PBL) needed to be both in the classroom and in all playground settings
- The values and behavioural expectation lessons needed to be developed by the team and specifically taught in weekly sessions, and
- PBL information to be on display in all classrooms.
Future directions

All teachers are working towards supporting students in secondary and tertiary prevention strategies e.g. positive playground, student role models in the playground and alternative constructive supervised play.

Student and staff need to celebrate the successes of the program. Team and staff professional learning in developing active supervision practices need to be implemented in the playground with positive and negative consequences consistently applied.

PBL needs to be a continual focus at assemblies with embedded values reflected in system changes in line with perceived needs and all school documents and the school website updated.

The school use of tracking data to inform behavioural focus and also used in communication with staff is improved.

Reading

Background

We need to reflect the literacy needs of the 21st Century learner and investigate the opinions and ideas of everyone. As comprehension has been identified as an area of concern at Matong Public School through a variety of assessments we investigated the concerns of teachers, students and staff.

Findings and conclusions

- All staff use a variety of strategies in teaching comprehension
- The majority of staff clarify the intended outcomes and purpose of the learning experience in a systematic and explicit way
- All staff agree that student involvement ranges from whole class, to individuals, to groups
- All staff critically reflect on their teaching of reading comprehension, with an understanding of current research
- All staff agree that their reading program articulates a range of learning strategies to cater for different learning styles
- The majority of staff agree that feedback to students is timely and specific, and gives them information on how they can improve their performance
- The majority of staff agree that formative assessment is incorporated into their teaching program
- The majority of the staff are aware of the school’s NAPLAN performance and agree that NAPLAN reading information informs their teaching
- 95% students agree that the school expects them to do their best
- 95% of student believe that reading is an important skill to learn and that they take pride in their learning
- A majority of students agree that reading skills help them learn in all KLAs
- The majority of students agree that the activities their teacher uses help them to learn, and that there is a good balance between working on their own and with others
- Not all students read at home, and
- 100% of parents believe Literacy learning is important.

Future directions

- In 2014 Matong Public School will focus on reading and comprehension across all grades K-6
- Teachers will indicate in their teaching programs, the specific strategies which are used for comprehension lessons
- The K-6 Literacy Continuum – specifically the comprehension aspect; to be revisited for Professional Learning
• Appropriate and related resources, references and “learning tools” be matched with the K-6 Comprehension Continuum indicators

• Staff to be made aware of the Literacy Guide: Comprehension

• To encourage staff to critically reflect on their teaching practice in comprehension, in line with current research

• At staff meetings, staff share with colleagues, the most effective and helpful strategies they are using

• Our focus on Comprehension needs to be across all grades K-6

• Students recognise that teachers find ways to help students understand and do better next time, so teachers need to continue to find new and different ways to teach comprehension in their class

• Teachers need to provide reasons to students about what they are learning and why (Significance), and

• All students will be expected to read at home as reading is a lifelong literacy skill.

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.

Anne-Maree Moore Principal
Neena Evans School Chaplain/SLSO
Rosie Currie School Captain
Andrew Hatty P & C President
Valerie McKelvie Classroom Teacher

School contact information

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School Code: 2501
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: