

Port Macquarie Public School

Annual Report



2016



2899

Introduction

The Annual Report for 2016 is provided to the community of Port Macquarie Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brett Thurgate

Principal

School contact details

Port Macquarie Public School

Grant St

Port Macquarie, 2444

www.portmac-p.schools.nsw.edu.au

portmac-p.School@det.nsw.edu.au

6583 2977

School background

School vision statement

Port Macquarie Public School is committed to provide an environment where through quality learning and parent/community partnerships, students will be successful in society and equipped to become informed citizens of the future.

School context

Port Macquarie Public School is part of the Hastings Valley Community of Schools. Our school caters for 440 students who come from a variety of cultural and socio-economic backgrounds. 13% identify as Aboriginal and 28 use English as their second language. The school also caters for 55 students with special needs in both specialised and integrated learning centres. The District Opportunity Class is also part of our school.

The staff team is a mix of experienced teachers and those commencing their careers. Six staff members are maintaining teacher accreditation at the proficient level. Support Staff enhance learning opportunities for students requiring extra learning support, who are of Aboriginal background or whose second language is English.

The school receives Equity Funding, based on socio-economic and cultural background, to enhance learning opportunities for all students. *KidsMatter* and *Positive Behaviour for Learning (PBL)* are significant student wellbeing programs in the school.

Our P&C is a small, but active, group of parents who review policy, planning and finance with the school as well as raise funds to enhance opportunities for students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

In this element we have seen growth in Learning Culture, Curriculum and Learning as well as Assessment and Reporting. We are maintaining similar levels in Wellbeing and Student Performance Measures, however with Learning Culture we felt that our school was Excelling in this area. This has been evidenced through;

Our schools' strength in meeting the needs of all students has been achieved through Personalised Learning Plans, and identification procedures through a tiered Learning Support Team structure and stage planning. Specific programs are targeting students with disabilities, Aboriginal students, students with an ESL background, Gifted and Talented students, and students transitioning into our school.

PBL has promoted the importance of an explicit curriculum to teach expected behaviours. The continual review of school procedures and expectations target areas for improvement. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. Through *KidsMatter* and the introduction of "Highway Heroes" we are successfully promoting student wellbeing and looking to build resilience in students through a Social and Emotional Learning curriculum.

We continue to strive to bring our community into the school and the Tell Them From Me surveys have certainly directed the school to seek more support from our parent body to help implement school priority areas. We continue to show parents/carers how their child is progressing, through the reporting system which contains detailed information about

achievement, parent interviews and consistent communication.

TEACHING

In this element we have seen growth in Collaborative Practice. We are maintaining similar levels in Effective Classroom Practice, Data, Skills and Use, Learning and Development and Professional Standards as evidenced through;

Teachers regularly reviewing programs and reflecting on quality teaching elements through our Lesson Study Model across the school. Stage meetings, whole staff meetings happen weekly so that continual monitoring of student outcomes and planning around the teaching and learning cycle are completed. Teachers have many opportunities to reflect on their own teaching and have the support of colleagues reflecting with them to enhance student outcomes.

Teachers regularly use student performance data to evaluate the effectiveness of their own teaching and understand the needs of their students. The school Executive reflect on data to inform decision making. Professional Development Plans reflect the identification of Professional Learning needs.

LEADING

In this element we have seen growth in Management Practices and Processes. We are maintaining similar levels in Leadership, School Planning, implementation and Reporting, and School Resources. This is evidenced by;

The implementation of The Tell Them From Me surveys gave us very direct feedback about how students felt their engagement in school rated. Parents were also given the opportunity to participate, however we had limited community members participating in this feedback. This will become a target for 2017 in Snapshot 2. This year the Executive have delivered systems to support the ongoing practices and procedures in our school so that new staff can become familiar with operations within the school.

Other areas of this domain saw our school in the "Delivering" stage. The school remains committed to leadership opportunities arising for staff and students who are interested in furthering their skills. Strong links are apparent with outside agencies, key educational providers, other schools and organisations which support the school's programs which enhance student outcomes.

Port Macquarie Public School will continue to strive for Excellence in all three domains as set out in the School Excellence Framework. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Engagement

Purpose

We believe that student engagement underlines success for all students. Teachers must deliver high quality, reflective collegial based learning that engages all students through technological opportunities. We embrace the changes technology will bring to learners in the 21st century.

Overall summary of progress

Stages were able to discuss the effectiveness of the Lesson Study Model, but due to key staff being on leave this was difficult to maintain the knowledge of what had previously taken place. Evidence collected to reflect on the effectiveness was limited and as a result we believe we are off track. A system had been established to support collegial planning and reflection around Lesson Study. Staff feel more supported in delivering new Syllabus documents and the content. Some stages integrated Syllabi content/outcomes. K–6 integrated the use of iPad technology into Lesson study model. Syllabus documents, Technology used to differentiate lesson delivery, Scope and sequences were being developed to reflect new Syllabus, the need for our school to focus more on spelling. PDP's are completed and signed off by Principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Technology</p> <p>All classes in the school will use iPad technology to enhance their learning weekly.</p>	<p>Teachers now have their own iPads and the school is purchasing Stage sets of iPads. Base line data tells us that with this initial implementation 60% of Class Teachers are using their own iPads, current class sets or personal student iPads weekly to enhance student learning and increase engagement.</p> <p>Robotics and Coding are also being accessed as weekly events at recess and in the Opportunity Class.</p>	<p>\$35,000.00 per capita funds used to purchase stage sets of iPads.</p>
<p>Lesson Study</p> <p>TTFM survey results will indicate an increase in student engagement in curriculum tasks.</p>	<p>Stages were able to discuss the effectiveness of the Lesson Study Model, but due to key staff being on leave this was difficult to maintain the knowledge of what had previously taken place.</p> <p>The TTFM student surveys showed levels of engagement in the following areas of students in Years 4, 5 and 6 over the 2016 period from Snapshot 1 to Snapshot 2;</p> <p>Social Engagement;</p> <ul style="list-style-type: none"> • a decrease from 80% to 75% in a sense of belonging; • an increase from 75% to 84% participating in clubs and sports; and • an decrease from 83% to 81% in positive relationships. <p>Institutional Engagement;</p> <ul style="list-style-type: none"> • a decrease from 98% to 96% in valuing school outcomes; • a decrease from 90% to 87% in positive school behaviour; and • a decrease from 60% to 42% in homework behaviour. <p>Intellectual engagement;</p> <ul style="list-style-type: none"> • a decrease from 70% to 61% in interest and 	<p>Specialist Teacher employed 2 days/week from Term 1 Week 8–Terms Week 4.</p> <p>QTSS funds used to release Executive staff for training model.</p> <p>Socio-economic background (\$12,360.00)</p> <p>Literacy/Numeracy (\$12,000.00)</p> <p>TPL funding for classroom teachers to be released.</p> <p>2 days/teacher (\$23,520.00)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Lesson Study</p> <p>TTFM survey results will indicate an increase in student engagement in curriculum tasks.</p>	<p>motivation;</p> <ul style="list-style-type: none"> • a decrease from 90% to 82 % in effort by students; and • a decrease from 95% to 83% in engaging in quality instruction. 	
<p>Performance and Development Framework</p> <p>PDP's will reflect staff PL needs in association with school plan directions.</p>	<p>Teachers supported each other and used the Teaching Standards to develop their PDP's. Stages worked collegially to support the Lesson Study model where their lessons were filmed, reflected upon and Quality Teaching Elements were displayed. Staff are becoming familiar with Accreditation procedures for 2018. Beginning Teachers are now supported by a number of staff in becoming accredited and maintaining their accreditation.</p>	Nil

Next Steps

- We need to add the Spelling focus for Lesson Study in 2017 as determined through the Leading and Sustaining a Quality Learning Culture initiative;
- PDP Process for 2017 will be enhanced through the support of Terri Heffernan and milestones across the year;
- iPad technology has now included the introduction of a coding club and the use of robotics in classrooms. This will continue to be a priority in 2017 as the new iPads are purchased and distributed across the stages.
- School will determine directions for increasing student engagement data from the TTFM surveys.

Strategic Direction 2

Wellbeing

Purpose

We believe that student resilience and wellbeing are essential for both academic and social development. This is optimised through the provision of a safe, supportive, respectful and inclusive learning environment. These skills will contribute to students being successful in society and having options in life.

Overall summary of progress

2016 saw the Wellbeing team working towards finalising projects such as KidsMatter Component 4 training. We found we were off track with this as the year went and saw that we would be more successful in reviewing Components 1, 2 and 3 in Term 1 of 2017 as we had many changes to staff in that time. Our Staff Development day in Term 2 of 2017 would then focus on the delivery of Component 4 training in KidsMatter. All staff completed 2016 Child Protection update.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
KidsMatter There is a 10% annual improvement in staff, parent, student satisfaction rating in the 'Tell Them From Me' survey 2015–2017 in reference to levels of safety and support in our school. A reduction in suspension data for students who are at risk of disengaging from school.	2016 saw very limited numbers of parents participate in the TTFM surveys. The data wasn't a true reflection of their satisfaction with our school because of this. This will now become a priority for 2017 for our "Inclusivity Team". Suspension Data for 2016 showed that there was a decrease in suspensions during Semester Two of 2016.	AP from ES1 has been released for 2 days/week in 2017 to establish, set up and implement Highway Heroes. \$24,500.00 Low SES DP (Special Education) released 4 days per week to support families and promote engagement in students through a number of programs. \$49,077 Low SES Ram
School welfare system Suspension data will decrease. Tell Them From Me surveys will measure levels of student disengagement across our school.	Suspension Data for 2016 showed that there was a decrease in suspensions during Semester Two of 2016. Levels of disengagement from students in years 4, 5 and 6 all indicated that there was an increase in the number of students who were displaying early signs of disengagement. This was measured across Snapshots 1 and 2 in 2016.	Nil

Next Steps

- We need to see an improvement in student engagement across intellectual, institutional and social domains according to TTFM surveys.
- We need to implement "Highway Heroes" in order to meet the social and emotional needs of students in our school.
- Developing more consistent approaches in regards to Behavioural support to decrease suspensions rates even further.
- Encouragement and more promotion for parent participation in the TTFM surveys in Snapshot 2 in 2017.

Strategic Direction 3

Inclusive Community

Purpose

We believe effective engagement and involvement with members in the local community such as parents, families, local media and business organisations will enrich our school's standing within the local community and in turn lead to improved outcomes for students. Seeking to understand is critical in building positive relationships with our community.

Overall summary of progress

Parent Hub has been put on hold and priority has changed to Connecting to Country and "8 Ways" Training. This will carry over to 2017 as a priority. Stages ES1,S1,S2 and S3 staff have been trained in "8 Ways", except for Special Education staff and one of the LaST team. This has also been prioritised for 2017. The 8 ways perspectives are being used in planning sessions and collegial programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive community relationships There is a 10% annual improvement in parent satisfaction rating in the 'Tell Them From Me' survey 2015–2017 in reference to "school inclusivity".	Please refer to progress in Strategic Direction 2.	Learning Support Officer \$2390 Norta Norta \$33485 (Ab Ed RAM) 3 staff to attend Connecting to Country \$3870 8 Ways Training S2 and S3 at 2 days per 8 teachers \$6960 (2015 funding) 8 Ways training Special Ed team—7 staff at 2 days each \$6020
Parent hub An increase in the numbers of parents coming into the school when invited.	This year we saw a great number of parents participate in the Parent–Teacher interviews at the beginning of the year. 72% of parents across our school came in to meet with Classroom Teachers to discuss directions in their child's learning.	Nil.
Celebrations School based surveys show an increase in parent/family/carer attendance in parent/teacher interviews at the beginning of the year and special events throughout the year	Celebrations continue in our school throughout the year. We have been promoting these events in order to have more parents feel welcome and involved in their child's school.	Nil.

Next Steps

- Supporting more of the Community to participate in 2017 Snapshot 1 and 2 of the Tell Them From Me surveys;
- Begin to introduce parent workshops in the Parent Hub and increase the use of the hub to encourage more families to come into the school;
- Collect more data around the numbers of families/carers/community coming into our school for special events;
- Support a more effective way of communicating with families through the newsletter or Facebook page. There is a need to connect more with our community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Refer to Policy Requirements Aboriginal Education	\$2390 – Norta Norta Tutor \$33485 – Aboriginal Student Learning Support Officer \$6020 – 8 Ways of Learning training \$3870 – Connecting to Country \$491 – resources
English language proficiency	The engagement of a teacher for 1/2 day a week for 30 weeks enabled both withdrawal and in class support for our EALD students. Students were supported in Beginning, Emerging and Consolidating stages of learning. All progressed through EALD stages of learning and applied new skills in the classroom setting.	\$6630 – teacher
Low level adjustment for disability	In 2016, the Learning and Support Teachers continued to; <ul style="list-style-type: none"> • consult with and support staff with the behaviour management of students; • provide individually tailored programs where needs were identified; • support students in developing peer relationship skills; • place students who had exited from Reading Recovery onto the Tutor Program; and • assess students when requested through the Learning Support Team. Multi-Lit was continued as part of the Tutor Program. Evidence of its success is shown through; <ul style="list-style-type: none"> • 16% of students increasing reading levels by 10 to 15 levels; • 26% of students increasing reading levels by 6 to 9 levels; • 19% of students increasing reading levels by 3 to 5 levels; and • 16% of students increasing reading levels by 1 to 3 levels. Seven students exited the program as they had reached set goals. Quicksmart also continued with 8 students moving through and successfully completing the program. Two students will continue in 2017. One student did not complete the program.	\$173 435 – 1.7 teacher allocation \$58388 – Learning Support Officers
Quality Teaching, Successful Students (QTSS)	Executive staff accessed this resourcing time to facilitate and lead Lesson Study throughout the school as well as stage reflection on assessment and reporting.	.19 staffing allocation from Semester 1 .388 staffing allocation from Semester 2
Socio-economic background	Funding in this area was used strategically in a variety of ways to support student learning and wellbeing.	\$40215 – Learning Support Officer \$35670 – ES1 and Stage 1

<p>Socio-economic background</p>	<p>Funds were allocated to engage additional Student Learning Support Officer (SLSO) time, particularly in Early Stage One, to provide academic and social support to students. Working alongside teaching staff our SLSO's supported all students in Literacy and Numeracy via in class or withdrawal support. SLSO's also worked to support the positive wellbeing of students through provision of emotional support and implementation of strategies for students to use. Liaison with parents was also a significant component.</p> <p>Extra teaching staff were engaged to work alongside Early Stage One and Stage One staff to implement targeted learning in literacy and numeracy based on student need. A series of 6–8 week programs were implemented to support student learning, engagement and enrichment where identified.</p> <p>The wellbeing of students and families was significantly strengthened through our communities decision to release our Deputy Principal from class. Our Deputy Principal was able to provide social and emotional support for students and families so as to increase positive engagement in school. Proactive case management and student support plans were developed with 100% of families involved feeling positive and supported.</p> <p>The Little Dolphins Pre to Kinder student and family transition program resulted in a participation growth of 20% from 2015. Pre school students and their parents were supported in a 15 week program through engaging in rich early literacy and numeracy activities as well as social competencies. An early childhood teacher and Learning Support Officer were engaged to facilitate this program. Surveys indicate a 100% approval of this program from participants.</p>	<p>Literacy and Numeracy support teachers</p> <p>\$11550 – Little Dolphins pre to K transition</p> <p>\$49077 – Executive – student wellbeing support</p> <p>\$5740 – community clerical support</p> <p>\$6720 – executive planning days</p> <p>\$15351 – Quicksmart and additional learning support</p>
<p>Support for beginning teachers</p>	<p>2 staff received 2nd year beginning teacher support funds. Both staff used allocated time to plan and reflect on teaching and learning via Lesson Study. Both staff were supported in making appropriate adjustments and accommodations to learning for special needs students. Training in supporting students with Autism, behaviour management and technology was also accessed.</p>	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	219	226	231	251
Girls	196	212	205	191

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	93.8	93.1	93.7
1	93.1	94.9	92.8	90.5
2	94.8	93.3	92.4	93.6
3	94.2	95.4	93.7	92.5
4	92.7	95.7	92.8	80.1
5	92.8	93.9	93.1	91.5
6	93.3	91.9	93.1	91.1
All Years	94	94.1	93	90.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is recorded in manual rolls. Stage groups monitor attendance in Weeks 4 and 8 each term. Attendance concerns are followed up by class teachers via the use of reminder slips and phone calls to parents. Ongoing or unresolved student attendance concerns are referred to the school Learning Support Team which then initiates Home School Liaison referrals. Positive school attendance is recognised and celebrated with students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.34
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	11.3
Other Positions	3.19

*Full Time Equivalent

1 member of staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	597 136.95
Global funds	385 332.10
Tied funds	516 361.78
School & community sources	143 550.44
Interest	13 638.06
Trust receipts	55 289.53
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	51 848.93
Excursions	62 165.08
Extracurricular dissections	81 548.77
Library	4 476.43
Training & development	0.00
Tied funds	512 067.29
Short term relief	147 954.88
Administration & office	132 114.40
School-operated canteen	0.00
Utilities	55 077.03
Maintenance	28 550.71
Trust accounts	14 676.27
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

All staff, students Years 4 to 6, and parents participated in the Tell Them From Me Surveys at the beginning of this year. Although the parent return ratio was not as high as we had anticipated we still were able to use their feedback to affirm the things that we as a school were doing well and those things that needed to become a priority for improvement or implementation beyond 2017.

The areas where the school received the strongest positive feedback were about; the inclusivity of all students, the many opportunities and experiences offered to all students and the collegial support of all staff.

Policy requirements

Aboriginal education

Once again the school utilised our Aboriginal Equity funding to engage a full time Aboriginal Student Learning Support Officer (ASLSO). Our ASLSO worked alongside teachers in the academic, social and cultural support of students. Quicksmart was delivered to Aboriginal students in Stage Two and Three who required whole number support. Our ASLSO also provided a point of contact for our Aboriginal families and supported staff and families in the development, implementation and review of Individual Learning Plans. Cultural groups, with community involvement, were also initiated this year.

8 Ways of Learning training was also extended for staff. Stage Two and Three staff underwent two days of training and now integrate these strategies into teaching and learning programs. The school will look to finalise the training of all staff in 8 Ways in 2017.

The school has an active Aboriginal Education Committee which includes community members. This group supports all aspects of Aboriginal Education planning and monitoring in the school.

Strong ties were maintained with our local AECG throughout 2016. As an active member of this group our school was able to contribute to shared directions involving improved student outcomes and initiatives. The AECG, along with community, were active participants in the planning and implementation of NAIDOC programs and celebrations throughout the school.

Multicultural and anti-racism education

Port Macquarie Public School actively promotes the ethos of 'Every Face Has a Place'. This philosophy is part of the KidsMatter program which continues to be implemented throughout the school community. All cultures of families in our community are recognised on our 'Every Face Has a Place' board in the school foyer. Families comment positively on this initiative. Cultural identity is also recognised through the school's Harmony Day celebrations.

The school received Equity funds to support English Language Proficiency for targeted students. A teacher was engaged to work alongside teaching staff to support these students in their learning based on levels of proficiency. Individual and group sessions were held to provide targeted learning and ongoing assessment.

The school has 2 fully trained and identified anti-racism officers. These teachers support any students who are exposed to racist comments or actions by other members of the school community. Actions are recorded and ongoing monitoring and social support is implemented. Support is also provided for those students who are found to participate in racist remarks or actions.