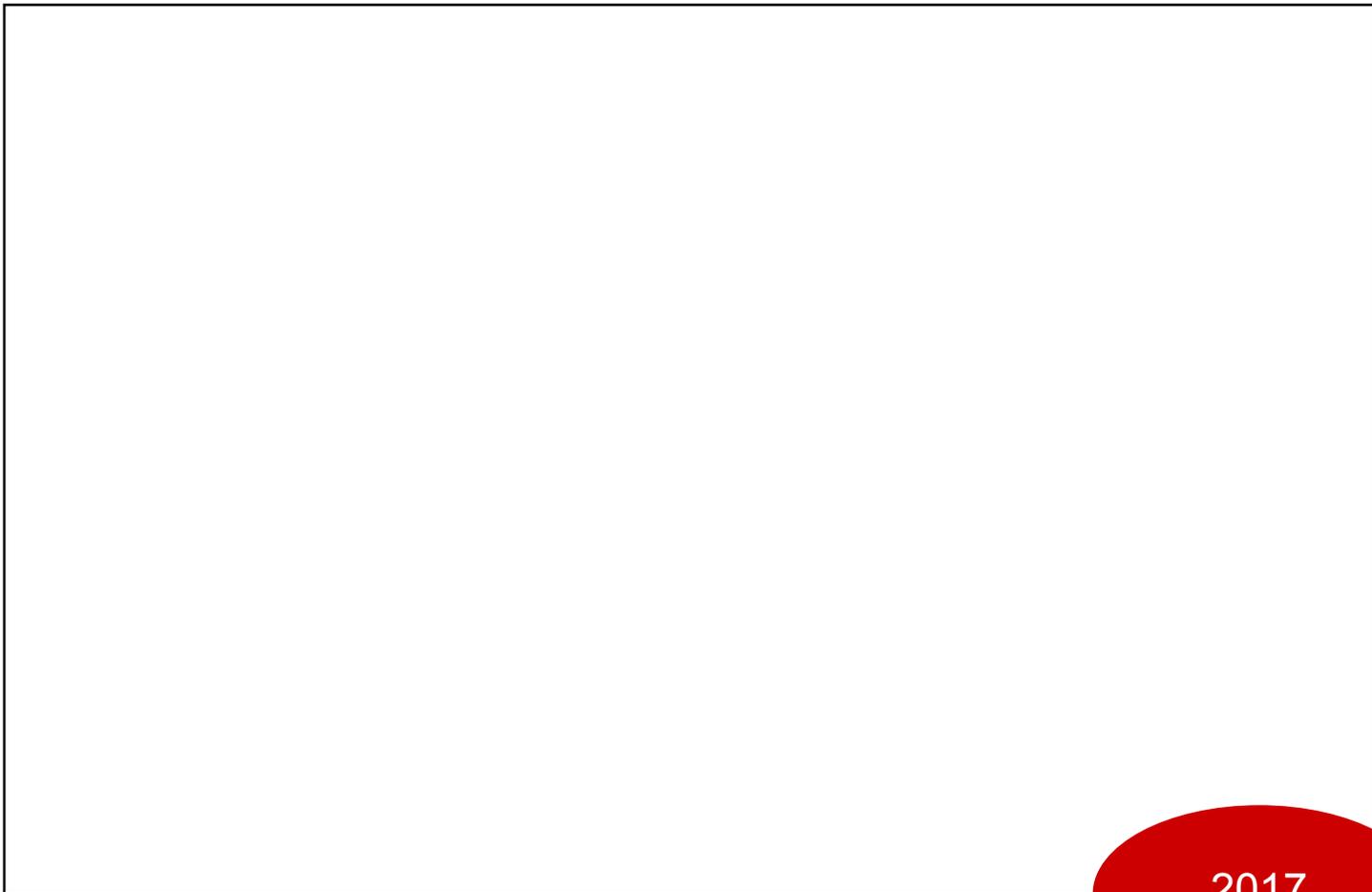


# Port Macquarie Public School

## Annual Report



2017



2899

## Introduction

The Annual Report for **2017** 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

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## 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

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 Domain

**Port Macquarie Public School in 2017 experienced growth and achievement in the areas of Learning Culture, Wellbeing and Assessment and Reporting with our achievements reaching “Excelling” levels in two of these areas. We maintained similar levels from the previous year in the areas of Curriculum and Learning and Student Performance Measures. We have reached higher levels of Community and student engagement this year which have enhanced the positive and respectful relationships across our school community. The introduction of *Highway Heroes* has seen an inclusive framework, together with *KidsMatter*, being implemented to further support the cognitive, emotional, social, physical and spiritual wellbeing of students. This has been an exciting achievement for our school in 2017 and the implementation phase will continue into 2018.**

### Teaching Domain

**Effective Classroom Practice was maintained in the Sustaining area whilst the areas of Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards were assessed as showing growth into the delivering and sustaining levels. This was evidenced by our teachers working together to improve teaching and learning in each stage group. Teachers are being provided with processes that are now in place where they can receive feedback from peers, school leaders and students to improve teaching practice. Professional Learning Goals have now included non-teaching staff into our school’s performance and development process.**

### Leading Domain

**Our school saw growth from 2016 in the areas of Leadership, School Resources and Management Practices and Processes. We are showing evidence to suggest that we are in the areas of sustaining and growing. We are further understanding the processes involved and becoming more efficient at gaining feedback and then directing this into building capacity within our school for staff. Financial management has led to key projects being implemented around the areas of need with resources being accessed through the recruitment of high quality staff. There are now more avenues for the school community to provide feedback through the *Tell Them From Me* surveys. These surveys have provided feedback for our Strategic Directions to focus on in the next planning cycle.**

**The next planning cycle will continue to focus on improving;**

- **our School Planning, Implementation and Reporting;**
- **our Effective Classroom Practice in using performance data; and**
- **meeting the learning needs of all students through curriculum provision, involving students and parents and reviewing systems and processes within our school.**

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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

As our school ended the first three year cycle of strategic school planning, it was evident that Port Macquarie Public School had begun an exciting journey in introducing technology through quality teaching practices that are well embedded into school culture. Difficulties with the purchase of groups sets of ipads and wifi held up our progress with this major project and will become a focus into the new planning cycle for 2018–2020. Classroom Teachers and now non-teaching staff have continued to and been introduced to the Performance and Development framework where our professional learning was driven through both strategic directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Technology</b></p> <p>All classes in the school will use iPad technology to enhance their learning weekly.</p>	<ul style="list-style-type: none"> <li>• Stage Meetings</li> <li>• Lesson Study PL times</li> <li>• Per Capita funding \$35,000</li> <li>• ICT Coordinator off class 1 day per week \$17,400</li> </ul>	<p>Most stages are using their iPads to video their Lesson Study sessions. As part of the Lesson Study all the members of the stage have professional dialogue based around the lesson that has been recorded on the iPad. In some stages, minutes are being recorded using iPads. Teachers were surveyed regarding how many classes are using iPads daily in their classrooms. In 2016 60% of staff were using iPads daily in the classroom. As a result we saw the need for Professional Learning to centre on iPads and technology increase as more staff were seeing the benefits when using this type of technology during 2017. Class Teachers were surveyed again on their use in 2017 and the result showed that 44 % of staff were continuing to use iPads daily with students</p>
<p><b>Lesson Study</b></p> <p>TTFM survey results will indicate an increase in student engagement in curriculum tasks.</p>	<ul style="list-style-type: none"> <li>• Low SES funding—Leader of Learning \$36,960</li> <li>• Lesson study 2 days/week for classroom teacher release \$20,000</li> <li>• Beginning Teacher funds \$4081</li> </ul>	<p>Students who were surveyed in the TTFM surveys, in comparison to the previous year showed an increase from 61% to 63% increase in interest and motivation in curriculum tasks. Student engagement was also measured across "effort" and "engaging in quality instruction". An increase from 82% to 85% was seen with student effort and a decrease in engaging in quality instruction from 83% to 81%. This will continue as a focus in our new planning cycle.</p>
<p><b>Performance and Development Framework</b></p> <p>PDP's will reflect staff PL needs in association with school plan directions.</p>	<ul style="list-style-type: none"> <li>• Low SES funding—Leader of Learning \$12,640</li> <li>• Literacy/Numeracy \$12,333</li> <li>• QTSS Staffing Component; <ul style="list-style-type: none"> <li>Semester One— .383</li> <li>Semester Two— .867</li> </ul> </li> </ul>	<p>All staff are a part of this process and are more willing to take part and join in on the discussions/conversations in relation to their PDP's. All PDP's are signed off by the principal and scanned onto the server for recording purposes and all staff have been given a copy of their PDP. As a result this process is now embedded with staff. Supervisors are looking to meet more regularly with staff to promote individual development and ensure accreditation needs and Professional Learning is inclusive in this process. Current PDPs reflect the School Plan in the domains of Highway Heroes and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Performance and Development Framework</b>  PDP's will reflect staff PL needs in association with school plan directions.		Lesson Study across all stages. Non Teaching staff have now received Professional Learning around their Performance and Development Framework.

## Next Steps

- Technology and the continued development around the use of iPads;
- Professional Learning for staff to further increase their skills in using this technology;
- Review focus of Lesson study for each stage; and
- Continue PDP process with more of an individual focus and inclusive of 2018–2020 School Strategic Directions.

## 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

Wellbeing continued to remain a focus where our school directed many resources and much professional learning for staff. Baseline data through the TTFM surveys showed the need to deliver social and emotional support for students to promote engagement in their learning. Staff were trained in "Highway Heroes" and were refreshed through all four components of KidsMatter. Units of work were differentiated for all stages to begin the development of the Playground module of Highway Heroes in the next planning cycle. This strategic direction saw us stay on track with milestones and place us in a very good position to begin 2018–2020 school plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>KidsMatter</b></p> <p>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.</p> <p>A reduction in suspension data for students who are at risk of disengaging from school.</p>	<p>Low SES;</p> <ul style="list-style-type: none"><li>• Assistant Principal off class 2 days/week \$35,000</li><li>• Highway Heroes implementation \$7500</li><li>• School Learning Support Officers across ES1, S1, S2 and S3 \$134,220</li></ul>	<p>Student Engagement saw the areas of "Quality Instruction", "Positive Teacher–Student Relations", "Positive Learning Climate" and "Expectations for success." TTFM surveys showed our school to be below the NSW Government norms in these areas. This continued to illustrate the need for us to target students who were disengaging from being successful at school and needing further social and emotional support. Many students need help in developing positive friendships and resolving conflicts in constructive ways. Staff have now written a series of lessons for Highway Heroes, some classes will present the initial program and some of the new planning in order to have the language and understanding ready for teaching the whole unit in 2018. Staff are now well resourced and trained in Highway Heroes and ready to implement this program in 2018 which sits effectively along staff Professional learning around KidsMatter.</p>
<p><b>School welfare system</b></p> <p>Suspension data will decrease. Tell Them From Me surveys will measure levels of student disengagement across our school.</p>	<p>Low SES;</p> <ul style="list-style-type: none"><li>• Deputy Principal off class 5 days/week \$70 400</li></ul>	<p>2017 Suspension data showed a high rate that centred around a small number of significant students. TTFM surveys indicated that higher levels of early signs of students disengaging students compared to the NSW Government norm in the years 4,5 and 6. This illustrates the need again to continue to develop higher levels of support in the social and emotional domains to ensure quality learning continues. A positive relationship with families will ensure that we are supporting students together.</p>

#### Next Steps

- Implementation of Highway Heroes (modules 1, 2, 3 and 4).
- Review of School Behaviour/Welfare system; and

- Producing a Wellbeing Framework for Port Macquarie Public School inclusive of KidsMatter, PBL and Highway Heroes philosophies.

## 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

As we moved through our 2015–2017 School Plan we found that this area continued to be focused on through the other two directions. As a school we decided that we would embed this direction into the others and in the new planning cycle our school would have only two strategic directions. Inclusive community is always going to be a major focus in Wellbeing and Engagement. Our focus with the TTFM parent surveys saw a increase in the number of parents who participated.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Positive community relationships</b>  There is a 10% annual improvement in parent satisfaction rating in the 'Tell Them From Me' survey 2015–2017 in reference to "school inclusivity".	Aboriginal Student Learning Support Officer \$43,200	Fifty one parents across our school completed the TTFM surveys this snapshot. In 2016 we received 6 replies from parents. This was a huge increase which we will continue to promote further in 2018.
<b>Parent hub</b>  An increase in the numbers of parents coming into the school when invited.	Low SES;  Furniture for Parent Hub \$15,000	The surveys also gave our school many suggestions to help bring more families into the school for special events and for communicating about their individual children. We will continue to plan and focus on including community into our school during our new planning cycle with this particular strategic direction being embedded in the other two directions in our new plan.
<b>Celebrations</b>  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		Parents/families/carers have shown a steady increase in coming into our school and being a part of special events. Parents indicated that formal interviews with staff were still a major way that parents wanted to communicate with staff.

#### Next Steps

- This strategic direction will now be embedded into the other two directions in our next planning cycle;
- Further promotion of the TTFM surveys so that we can include more responses from families in school planning;

- Parent/family/carer focus groups to set direction and milestone considerations for further planning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$78237 – flexible funding	Refer to Policy Requirements Aboriginal Education
<b>English language proficiency</b>	\$7788 – flexible funding	<p>The engagement of a teacher for 1/2 day a week throughout Terms Two to Three enabled both withdrawal and in class support to identified students. Six students received support at the Beginning, Emerging or Developing level.</p> <p>We will be looking to integrate our 2018 support into our Learning and Assistance program to enable greater continuity of support to students throughout the entire year.</p>
<b>Low level adjustment for disability</b>	1.7 staffing allocation \$68021 – flexible funding	<p>In 2017 25 students accessed the Community Tutor Program with 7 tutors returning. The tutor program ran twice a week for 30 minutes eachchild. The tutors continued reading with the students and utilised the MultiLitWord Attack Skills and MultiLit Sight Words Programs. 4% of students increasedtheir reading by 10 – 12 levels, 28% by 6 – 9 levels and 36% by 1–5 levels. 24%of students showed no improvement however 60 % of these were later diagnosed with a Mild Intellectual Disability. 12% of students exited the program due to moving on to high school, another 12% exited upon reaching an independent reading level and 4% exited due to a high absentee rate.</p> <p>ESES Program continued with more students in each stage able to access SLSO's on a regular basis for targeted Literacy and Numeracy assistance. This resulted in less students needing the assistance of the LaST enabling them to focus on more Intensive Individual Programs and Programs for the Centre of Effective Reading.</p> <p>QuickSmart ran with 2 SLSO's 3 times a week for 30 mins per student. PMPS had 20 students qualify for the QuickSmart Program in 2017. Of those students 18 accessed the program, 13 completed the program, 2 did not and time ran out before the final 2 students were able to join. 3 students participated in the pre QuickSmart Program that we run here at school preparing them for the actual QuickSmart Program. Students unable to do the QuickSmart Program received help through the ESES Program.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	.383 staffing allocation Terms One and Two  .867 staffing allocation Terms Three and Four	Executive staff accessed this resourcing time to facilitate and lead Lesson Study throughout the school as well as stage reflection on assessment and reporting. Exec worked alongside our Leaders of Learning to upskill themselves in leading targeted collegial teaching and learning development of staff.
<b>Socio–economic background</b>	\$389574 – flexible funding	Funding in this area was used strategically in

<p><b>Socio-economic background</b></p>	<p>\$389574 – flexible funding</p>	<p>a variety of ways to support student learning and wellbeing.</p> <p>The school engaged two Leaders of Learning to support stage teams in Lesson Study. Each stage determined their focus area based on student need. Leaders of Learning supported staff in collaborative planning and reflective practice.</p> <p>Funds were once again 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. Programs were implemented to support student learning, engagement and enrichment where identified. Throughout 2018 the school will enhance its ability to monitor the effectiveness of these interventions based on collection of evidence.</p> <p>The wellbeing of students and families continued to be 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 40% from 2016. 80% of students who commenced Kindergarten in 2018 attended this program. 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><b>Support for beginning teachers</b></p>	<p>\$26900 – flexible funding</p>	<p>Staff allocated these funds chose to access time when required to support their ongoing development as a beginning teacher. Staff used allocated time to plan and reflect on teaching and learning via Lesson Study and worked alongside our Leader of Learning. Staff were supported in making</p>

<p><b>Support for beginning teachers</b></p>	<p>\$26900 – flexible funding</p>	<p>appropriate adjustments and accommodations to learning for special needs students. Training in supporting students with Autism, behaviour management and technology was also accessed.</p> <p>Time was also accessed to work alongside their Stage Leader as well as development of Accreditation evidence and documentation. All staff indicated that their access to these funds had a significant effect on their ability to provide engaging teaching and learning for students and also supported their achievement of goals outlined in the Performance and Development plan.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>nil</p>	

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	226	231	251	244
Girls	212	205	191	198

### Student attendance profile

Year	School			
	2014	2015	2016	2017
K	93.8	93.1	93.7	95.3
1	94.9	92.8	90.5	92.5
2	93.3	92.4	93.6	91.8
3	95.4	93.7	92.5	95.3
4	95.7	92.8	80.1	92
5	93.9	93.1	91.5	91.4
6	91.9	93.1	91.1	90.9
All Years	94.1	93	90.6	92.6
Year	State DoE			
	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance in 2017 was 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.

School staff work alongside Home School Liaison officers and other support networks to support referred students.

The school communicates Compulsory Student Attendance requirements with the community.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	22.68
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.3
Other Positions	0

\*Full Time Equivalent

1 staff member 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	100
Postgraduate degree	15

### Professional learning and teacher accreditation

\$42431 was allocated to teacher professional learning. Staff engaged in ongoing development in effective teaching practice through the lesson study model. Staff also engaged in intensive learning to support the introduction of Highway Heroes into the school to support student wellbeing. Other areas covered in our professional development included effective use of ICT, STEM and robotics.

4 staff were in the process of gaining accreditation at Proficient level – two of these successfully achieved

accreditation with the other two continuing to work towards. 6 staff were in the maintenance of accreditation at proficient phase. All staff underwent professional learning in the maintenance of accreditation on preparation for 2018.

The learning undertaken in our school development days had significant impact in the area of student wellbeing. The school undertook the introduction of Highway Heroes – a student wellbeing skills based program. All staff were upskilled in this program by the writers. Over 100 parents attended a combined session with staff to investigate their role in the program. The school is in a sound position to fully implement this program in 2018.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>620,829</b>
Global funds	445,661
Tied funds	875,859
School & community sources	87,946
Interest	8,784
Trust receipts	17,883
Canteen	0
<b>Total Receipts</b>	<b>1,436,133</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	17,033
Excursions	9,073
Extracurricular dissections	30,723
Library	3,364
Training & Development	0
Tied Funds Payments	436,110
Short Term Relief	106,878
Administration & Office	99,345
Canteen Payments	0
Utilities	39,052
Maintenance	29,342
Trust Payments	22,164
Capital Programs	0
<b>Total Payments</b>	<b>793,085</b>
<b>Balance carried forward</b>	<b>1,263,877</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,318,698
Appropriation	1,274,515
Sale of Goods and Services	0
Grants and Contributions	43,550
Gain and Loss	0
Other Revenue	0
Investment Income	633
<b>Expenses</b>	-484,609
Recurrent Expenses	-484,609
Employee Related	-337,309
Operating Expenses	-147,300
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	834,089
<b>Balance Carried Forward</b>	834,089

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	2,745,532
Base Per Capita	74,384
Base Location	3,531
Other Base	2,667,618
<b>Equity Total</b>	716,296
Equity Aboriginal	78,237
Equity Socio economic	389,574
Equity Language	7,788
Equity Disability	240,697
<b>Targeted Total</b>	1,462,736
<b>Other Total</b>	654,538
<b>Grand Total</b>	5,579,101

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.>

#### Aboriginal Students – top two bands

13 Year Five Aboriginal students sat NAPLAN Reading in 2017. 7.7% were in the top two bands.

12 Year Five Aboriginal students sat NAPLAN Numeracy in 2017. No students were in the top two bands.

The Year Three cohort was under ten students.

#### All Students – top two bands

Percentage of students in top two bands for Year Three:

Reading – 24.5%

Numeracy – 18%

Percentage of students in top two bands for Year Five:

Reading – 15.8%

Numeracy – 11.3%

## Parent/caregiver, student, teacher satisfaction

Port Macquarie Public School saw 51 parents from our school participate in the survey between August and September 2017. This was a huge increase from the year before and the promotion of the surveys and direct face to face contact with parents and families assisted with this increase. Our school strives to create positive relationships with families to enhance the learning of our students and make our school a quality environment for all. Generally parents felt welcome at our school and showed that they feel that they are well informed with wanting to know more about their child's social and emotional development. This was illustrated through our parent workshop session with the introduction of Highway Heroes and with over one hundred parents coming to that information session, endorsing and learning about the philosophy behind this program. Our aim during the next planning cycle is to continue to work with focus parent groups and promote their involvement in our school. Promotion of the parents participating in the TTFM surveys will remain a priority also. 146 students completed both Snapshots with the TTFM surveys in 2017. Students indicated very positive results in the area of Social–Emotional outcomes with the need to direct support around early signs of disengagement as the children get older and playground behaviour. 29 teachers completed the TTFM in 2017. Results showed a distribution of average scores across eight drivers of student learning. Inclusivity for students with special needs was highlighted as an area that teachers were significantly supporting across classrooms. Collaboration between colleagues was held in high regard where staff saw the benefits of sharing planning, lessons and feedback between each other. Technology was identified as an area that we need to continue to support professional learning in so that teachers can feel confident in using this learning tool.

## Policy requirements

### Aboriginal education

Aboriginal Equity funding was used to engage a new 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. This officer also supported senior students in the North North learning intervention. 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.

Funds were allocated to the updating of resources with a significant focus on the Yarning Strong literacy resource. This was successfully trialled in Stage 2 with plans to expand into Stage 3 in 2018.

The school has an active Aboriginal Education Committee (Guruk) which includes community members. This group supports all aspects of Aboriginal Education planning and monitoring in the school. This committee has identified the need to update and monitor our Aboriginal Pathways procedures and format throughout 2018.

Strong ties were maintained with our local AECG throughout 2017. 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. The school continues to get positive feedback from the AECG in school directions, policies, and community engagement and support.

### 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. We have identified the need to upskill staff in the support of students with additional languages. Our LaST staff will take a leadership role in this area.

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.