

Abermain Public School Annual Report



2018



1003

Introduction

The Annual Report for **2018** is provided to the community of Abermain 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.

Ian Lamph & Debbie Bower

Principal

School contact details

Abermain Public School

Goulburn St

Abermain, 2326

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

abermain-p.school@det.nsw.edu.au

4930 4210

Message from the school community

During 2018 the Parents and Citizens (P&C) continued to be actively involved with the school. They paid for the buses required for students to attend the intensive swimming program, subsidised the Year 6 farewell and gave all students in Year 6 a Universal Serial Bus (USB) as a farewell gift as they moved on to high school.

The major work that the P&C funded during the year was for rubber based softfall which was laid under high fall areas under the playground equipment.

Carols by Candlelight in conjunction with the Abermain Mission Hall again proved a successful venture with the fireworks again astounding all who saw them.

Our dedicated canteen volunteers ensured that the canteen was open five days a week for both lunch and recess and our Canteen Supervisor has everything in place to ensure that early in 2019 the canteen will be compliant with the Canteen Guidelines that come in to effect in 2020.

School background

School vision statement

As a learning community we know, value and care for every child. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has an enrolment of approximately 300 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe, respectful community. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community. Our community predominately speaks English having been born in Australia. With 60% of carers indicating that they have achieved further qualifications after attending school, working mainly in the following employment: machinery operators, hospitality employees and labouring services. 24% of our students acknowledge their Aboriginal background. As a school we actively support all students in their understanding of their own culture and how that is reflected in the school setting.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the school learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

An Instructional Leader, Early Action for Success (EAfS) provides support for Early Stage 1 and Stage 1 focused on the achievements in literacy and numeracy while maximising student potential. It is the school's intention to build staff capacity in order to sustain the EAfS model at completion of the intervention by embedding instructional leadership across Stage 2 and Stage 3. Value added data for K–3 students indicates that as a school community we are working in the top quartile. The school directions are focused on continuing a journey of excellence through our constant self assessment against School Excellence Framework (SEF).

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 provided 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.

Across the domain of **Learning** the overall school data indicated a judgement of sustaining and growing. A highlight was within the elements of Wellbeing and Reporting transitioning from delivering to sustaining and growing. In the domain of **Teaching** the data indicated two elements delivering and two elements sustaining and growing. The element of Learning and Development had improved from delivering to sustaining and growing. The **Leading** Domain remained stable without change, two elements excelling and two sustaining and growing.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Transformational Leadership

Purpose

To create a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching

To support a culture of high expectations of staff through instructional leadership resulting in sustained and measurable whole school improvement. Staff have high expectations of all students

Overall summary of progress

All staff have been actively engaged in professional learning to build their capacity. This has been achieved through the timetabling of executive staff in class support, which sees a range of systems and practices which enables mentoring, demonstration and feedback opportunities. Training and Development has been targeted to strengthen school results in writing, reading and mathematics.

Instruction leadership within the school supports all staff to become high performing teachers.

All staff developed and manage a Performance and Development Plan (PDP) that ensured their focus on self development, while maintaining their reflection on teaching standards and expectations. A number of staff are in the maintenance phase of their accreditation.

Beginning Teacher programs are supported by executive staff which have provided instructional leadership and guidance to all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teacher observations identify that classroom practice reflects integration of school targeted evidence-based teaching practices	All funding expenditure is outlined in the key initiatives and other school focus areas.	100% of staff have acknowledged in a survey that lesson feedback has lead to positive changes to pedagogy, however, not all staff participated in this process across full year. Tell Them From Me (TTFM) data of eight drivers of student learning indicates school mean above state mean in leadership, collaboration, learning culture, teaching strategies, inclusive school, parent involvement however, data informed practice and technology are sitting below. Both have also been identified through SEF reflection
100% of teachers' PDPs will have goals that align with strategic directions outlined in the School Plan, and will demonstrate continuous professional growth through their reflection.		100% of the teaching staff presented and maintained their PDP with support from their supervisor, seeing impacts across student learning.
Abermain Public School community assess the school as excelling in the area of educational leadership against the SEF		The school has been proactive in seeking feedback from the community throughout the development of the new student progress reports and communication systems. Parents surveyed indicated that the new report format was more informative and gave greater clarification as to where next for their child. The school utilised the Excellence in School Customer Service 360 Reflection Tool to seek further feedback from the community. This allowed

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Abermain Public School community assess the school as excelling in the area of educational leadership against the SEF		the school to address feedback and recognise our successes.

Next Steps

- Survey reflections indicate continuation of school supportive practices to ensure staff knowledge of expectations and data informed practices.
- Classroom Teacher Judgement (CTJ) sessions will be a focus during 2019 as will be the development of a whole school assessment plan.
- Continue to link Training and Development to staff needs and the School Plan for 2018–2020.
- Abermain Public School will continue to resource teacher development through Beginning Teacher funds and QTSS.
- Executive staff will monitor a Performance Management Timeline that embeds individual Performance and Development Plans (PDP), induction Program, Supervision expectations and colleague lesson feedback.

Strategic Direction 2

Inspired Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

Evidence based practices have been developed across the school allowing teaching staff to use student data to drive programming and lesson sequences. Resulting in many students being able to discuss their own learning goals. Staff collaboratively plan in collegial groups to ensure consistency across stages and throughout the school. Executive staff analysis data to ensure focus remains on quality teaching and learning. School milestones are reviewed every five weeks to ensure delivery of the school plan.

NAPLAN testing was conducted online for the first time this year at Abermain Public school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in reading and numeracy Increased proportion of all students in the top two NAPLAN bands for reading and numeracy.	All funding expenditure is outlined in the key initiatives and other school focus areas.	Numeracy data indicates that there has been an increase in the percentage of students in the top two bands in Year 3 and Year 5. Reading will remain a focus for the future as results still indicate a decline in the Year 5 results over an average for the last three years. Year 3 average data remains the same with 31% of the students in the top two bands.
At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.		School data in NAPLAN indicates an increase in the percentage of students showing at or above expected growth for numeracy in Year 5. This is represented by 38% of our students. Reading results indicate 33% of the students achieved at or above expected growth which was a decline in the number of students represented in top two bands.
100% of staff programs reflect data analysis practices to inform teaching and learning cycle as observed by executive.		Executive reflection re ALL K–2 classroom staff are consistently using data to drive their programming and teaching focus. 50% of Years 3–6 staff are consistently using data practices to drive teaching focus. Therefore, 75% of staff are effectively using data to inform teaching and learning.
Tell Them From Me (TTFM) data reflects that 75% of students feel confident and challenged in English and Mathematics subjects TTFM data reflects that 85% of students are interested and motivated in their learning (above state norm)		TTFM data this year reflects that 41% of students feel challenged in both English and Mathematics classes. (State average 53%) Students indicated through the TTFM survey that 65% are interested and motivated. Year 4 students increased to 87% which was above the state average of 80%.

Next Steps

- The need for teacher feedback to be explicit, specific and timely feedback related to defined success criteria will continue to be whole school focus across 2019.
- The school will maintain Early Action for Success (EAfS) systems and practices.
- Instructional Leadership will remain across the whole school.
- Continue to deepen understanding of "making the learners visible for all students".
- Continue to develop teacher knowledge of delivery of explicit writing instruction.
- Continue to develop teacher knowledge in mathematics syllabus expectations.
- Student ability to voice/ discuss their own learning goals will remain a priority.

Strategic Direction 3

Productive Partnership

Purpose

To engage whole school community in delivering students who connect, succeed, thrive and learn.

Overall summary of progress

Staff worked extensively on the new reporting process through discussions with P&C, surveys of the community, students and staff. This has resulted in a refined report and learning plan for individual students.

Four members of staff attended the 'Connecting to Country' program offered by AECG this enhanced their skills and knowledge of the Aboriginal culture in the local area.

A stronger connection has been established this year with Cessnock High School. Through the employment of additional staff our school has been able to access the Cessnock Academy of Stem Excellence (CASE) program, this has resulted in staff development and increased student engagement through embedding of STEM based projects across Stages 2/3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM data reflects that 90% of students feel that they demonstrate positive behaviour at school.	All funding expenditure is outlined in the key initiatives and other school focus areas.	This year 76% of our Year 4, 5, 6 students indicated that they have positive behaviour at school. A highlight from this data was that 90% of our Year 4 students indicated positive behaviour at school.
Sentral data reflects an increase in students who consistently demonstrate positive behaviours for learning.		Sentral data was stable with 91% of our students consistently demonstrated positive behaviour for learning.
TTFM data reflects an increase to a mean of 8.0 in parents feeling informed about their child's progress and future opportunities.		Only 9% of our parents participated in this years TTFM survey. Results indicated that 6.6 of these parents feel informed about their child's progress as an average score out of 10. It is worth noting that the community involvement in redesigning school reporting has seen parents reflect that "they now know where to next with their child". Schools involvement in the Newcastle Children's University program saw an increase in families attending the University and for many this experience as an adult was a first and very enlightening.
Abermain Public School community assess the school as excelling in the area of community engagement as the school regularly solicits and addresses feedback from community, embedding a culture of high expectations while effectively catering for a range of equity issues.		This year the school solicited feedback regarding improvements to our school reporting process. Feedback was received from the P&C, surveys and newsletter response. As a result staff developed a new reporting process that has received praise from the school community. The excellence in school customer service 360 reflection tool was used to gauge the communities feedback with regards to our school customer service. Our school administration staff received very positive comments. This was very positive feedback for the school, knowing that we providing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Abermain Public School community assess the school as excelling in the area of community engagement as the school regularly solicits and addresses feedback from community, embedding a culture of high expectations while effectively catering for a range of equity issues.		effective communication to the school community.

Next Steps

- Continue to monitor community feedback to refine and consolidate positive relationships with regards to student reporting and progress.
- Further develop our connection with Cessnock High School through the STEM program seeing increased access to experts and broadening student understanding.
- Work closely with the Cessnock Community of Great Public School (CCGPS) to explore further ideas to enhance staff and students learning.
- Continue to support local AECG.
- Continue our involvement with Children's University Program.
- Continue school transition programs such as Clever Kids, Kinder Orientation, Year 7 Transition and Playgroup.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$88345</p> <p>This funding has been allocated to staffing to support teachers and students with the development of students with Aboriginal backgrounds.</p>	<p>Student Support</p> <p>School Learning Support Officers (SLSO) were employed to assist students to develop their skills in literacy and numeracy.</p> <p>Teaching staff were employed to work with all students to develop Literacy and Numeracy skills. This has resulted in an increase of Year 3 Aboriginal students represented in Band 5 for Reading (18.2%), Writing (9.1%) and numeracy (9.1%).</p> <p>The number of Year 5 student in Band 7 Reading has improved by 37.5%.</p> <p>Year 5 student in Band 5 Writing has increased from 39.5 % (2017) to 62.5% in 2018.</p> <p>Aboriginal Dance Group</p> <p>This year the dance group have been learning new cultural dances. The program was extended to all students to allow for the enjoyment of this cultural experience, seeing community deepen their understanding of culture.</p> <p>Staff Development</p> <p>All staff had the opportunity to become familiar with Aboriginal Policy through the Dillybags Resource to complement their teaching and student learning within the classroom. Four staff members participated in the Connecting to Country program offered by AECG.</p> <p>Staff representatives attended AECG meetings at various locations across the Cessnock and Kurri Kurri communities.</p> <p>Transition</p> <p>Year 6 students attended transition day held by our partner high schools to build student confidence.</p>
<p>English language proficiency</p>	<p>\$2843</p>	<p>This funding supported the staff to develop individual programs with the Learning Support Team to support the students learning.</p>
<p>Low level adjustment for disability</p>	<p>\$143147</p>	<p>Learning Support Team (LST) coordinates individual learning adjustments for students. This includes support for the class teacher with planning, meeting with parents and external agencies and regional support. SLSO and teachers are engaged to support students and staff to develop the learning need of students identified with low level adjustments for disability.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$46434</p>	<p>Time allocated for teacher mentoring and support on a weekly basis to work with</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$46434</p>	<p>colleagues and executive staff. Early career teachers have attended training and development focusing on planning, behaviour management and curriculum, resulting in teachers deepening their understanding.</p>
<p>Socio-economic background</p>	<p>\$377006</p>	<p>Staffing</p> <p>Employment of additional staff to support the development of literacy and numeracy skills across all grades at school. This included the appointed of an Instructional Leader (Deputy Principal) to support training and development, support K-6 and well being.</p> <p>Training and development</p> <p>A major focus for the school this year was for the staff to work closely with regional support to deepen staff understanding of the Writing Syllabus. This has resulted in more explicit sequencing of lesson delivery to support increased outcomes for individual students.</p> <p>Learning progressions were explored by staff who attended school based training and development focusing on the syllabus expectations. This resulted in the development of our where to next statements in our school reporting process.</p> <p>Staff have had the opportunity to attend Language, Learning & Literacy (L3) and L31 (Year 1) training to assist with the development of literacy. PLAN data collected and collated every five weeks driving teaching cycles. This has allowed staff to monitor progress and development of all students Kindergarten to Year 3.</p> <p>Staff mentoring time line has provided for all staff K-6 for the development of teaching skills, looking closely at the teaching and learning framework. Transition Programs implementation of Clever Kids and the maintenance of Kindergarten Orientation as a transition to Kindergarten process has resulted in a smooth transition for Kindergarten students into classes for 2019. "Stories" implemented with a community organisation. A program focused on improving community members abilities as the educators of their children. SLSO employment to support teachers implementation of educational and well being programs within the classroom and playground settings.</p>
<p>Support for beginning teachers</p>	<p>\$41358</p>	<p>All beginning staff participated in a School Based Induction Program that was accessed by beginning staff giving them direct contact to mentors and executive staff in conjunction with the Strong Start, Great Teachers Program. This program sits alongside the Great Teaching, Inspired Learning reforms to ensure beginning teachers receive high quality support in their entry to the profession.</p>

<p>Early Action for Success</p>	<p>\$159272</p>	<p>Employment of Instructional Leader (IL) to implement the EAfS program.</p> <p>100% of Kindergarten teachers and IL participated in Effective Reading in the Early Years of School.</p> <p>Six members of ES1/S1 staff participated in training around assessing phonics and phonological awareness with links to The National Literacy Progressions.</p> <p>Intervention was provided in the area of phonics, phonological awareness and reading for 64% of Kindergarten students and 57% Year 1 students. A focus group of six, Year 2 students and another of five, Year 1 students was provided with intervention in the area of Quantifying Numbers and Addition Strategies.</p> <p>Transition to school opportunities were made available to parents and students. 28 children and their parents attended "Clever Kids" Transition to School Program with 100% of the feedback from 24 respondents being positive when asked would they recommend this program to a friend. 12 parents and five staff from a local Early Education Facility (Tillys Play and Development Centre) attended a school readiness presentation. All attendees agreed that the presentation was a valuable experience when surveyed.</p>
<p>Cessnock Community of Great Public Schools</p>	<p>\$12277</p>	<p>All schools in the Cessnock Community of Great Public Schools (CCGPS) contribute funding to support the development of quality teachers across the greater Cessnock area. 2018 saw all teaching staff attended the Future Focused Learning STEM conference to enrich their skills and knowledge.</p> <p>All Kindergarten students receive a speech screening assessment through a qualified speech provider and those that required additional therapy were able to access additional support.</p> <p>Abermain Public School supported the CCGPS choir by having several students involved in this program.</p>
<p>Cessnock Academy of Stem Excellence (CASE)</p>	<p>\$17500</p>	<p>CCGPS STEM Conference</p> <p>The CASE team managed the Cessnock Community of Great Public School's STEM conference. Teachers from the CCGPS school attended this event. The conference was one of regional NSW's largest ever STEM education conferences with over 500 teachers in attendance.</p> <p>STEM Professional Learning</p> <p>STEM based professional learning plan developed. 13 separate Professional Development opportunities were provided to CASE teachers and taken up by over 280</p>

<p>Cessnock Academy of Stem Excellence (CASE)</p>	<p>\$17500</p>	<p>teachers.</p> <p>Regional STEM Engagement Activities</p> <p>CASE developed at STEM engagement plan. Coordination of STEM activities across the learning community involved;</p> <p>Tech Girls as Superhero's entrepreneurship workshops.</p> <p>University of Newcastle SMART Program Workshop.</p> <p>Jaguar Primary School Challenge kits provided to each school and CASE organised event in Maitland.</p> <p>Mini EV Festival solar car kits provided to schools.</p> <p>Adam Spencer Math Workshop.</p>
--	----------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	136	136	150
Girls	104	128	128	150

Abermain Public School student enrolments continue to rise. This year the school has established twelve classes. The school ceiling for the twelve classes was 298. This represents total enrolment of 312 minus 14 students (two student per grade). Due to the increase of enrolments during the year the school reached the enrolment ceiling.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	93.5	93.6	91.7
1	93.1	93	93.7	90.1
2	93.1	91.1	94.7	91.8
3	91.3	92.9	92.1	92
4	92.1	91.3	91.3	91.5
5	88.5	93.1	91.6	90.5
6	89.8	87.6	93.2	90.4
All Years	91.9	91.8	92.9	91.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Abermain Public School has a high expectation for student attendance. Class rolls are marked and submitted by 10:00am each day. Parents of absent students are contacted by text to seek an explanation for the students' absence. Students with prolonged absenteeism are contacted by phone where possible. If

contact is not made with the parents a report is made to the Home School Liaison Officer (HSLO) and/or the Mandatory Reporter Guide will be run to seek further direction. For further information please refer to the link attached
<https://education.nsw.gov.au/policy-library/policies/sch>

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.75
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*Full Time Equivalent

Abermain Public School has no permanent staff members that identify 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	95
Postgraduate degree	5

Professional learning and teacher accreditation

Abermain Public School staff received extensive English Syllabus training throughout 2018 based on writing. Further training was received for Learning Management Business Reform (LMBR), L3, TEN, Cardio Pulmonary Resuscitation (CPR), Science Technology Engineering and Mathematics (STEM), CASE professional development, Connected to Country and iPad navigation.

Executive staff attended additional training in the use of both data and evaluative thinking.

These training and development activities have supported the staff to develop their skills to improve student learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	303,097
Revenue	3,392,683
Appropriation	3,334,087
Sale of Goods and Services	3,460
Grants and Contributions	52,989
Gain and Loss	0
Other Revenue	0
Investment Income	2,148
Expenses	-3,376,653
Recurrent Expenses	-3,376,653
Employee Related	-3,064,209
Operating Expenses	-312,444
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,030
Balance Carried Forward	319,128

Budget meetings were held fortnightly to monitor spending and maintain a healthy budget for the continued operation of the school.

Computer upgrade across the school resulted in \$53 000 being consumed. This included new ipads, staff desktops and interactive boards for five classrooms.

Funding was committed to the Asset Management Unit (AMU) to assist with the upgrade of the canteen, student toilets, soft-fall and classrooms.

Remaining funds are committed to salaries, consumables, purchase of equipment, utilities and operational costs.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,112,138
Base Per Capita	51,049
Base Location	0
Other Base	2,061,088
Equity Total	611,341
Equity Aboriginal	88,345
Equity Socio economic	377,006
Equity Language	2,843
Equity Disability	143,147
Targeted Total	107,772
Other Total	209,527
Grand Total	3,040,778

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 5 results,

Reading data indicates an increase for the top three bands (6, 7, 8) of 5%.

Grammar and Punctuation showed a 6% increase in top three bands of bands 7, 8 and 9.

Writing and Spelling data remain similar to the previous year with little change in the overall percentage of students achieving the top two bands.

School data indicates that there were fewer students in the lower two bands for Spelling.

Year 3 results,

Reading data indicates an increase for the top three bands (5, 6, 7) of 15%.

Grammar and Punctuation showed a 6% increase in bands 6 and 7.

Spelling results in the top two bands increased by 5%.

Writing remained similar to the previous year.

Year 5 results,

NAPLAN results for Year 5 indicate that there has been a 12% increase in the number of students reaching band 6 and 7 in Numeracy.

School data indicates that there were fewer students in the lower two bands for Numeracy.

Year 3 results,

NAPLAN results for Year 3 indicate that there has been a 16% increase in the number of students reaching band 5 and 6 in Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities:

Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two bands.

This year the school has seen positive development of Aboriginal students in the top two bands.

Results this year indicate a notable increase in the percentage of students represented in Band 5, Year 3 in Writing, Reading and Numeracy.

The percentage of Year 5 students represented in Band 7 for Reading increased from 0% to 37.5%.

There was a significant improvement in the percentage of student in Band 5 Writing from 25% in 2017 to 62.5% in 2018. This also was significantly higher than the 2018 State average of 36%.

Parent/caregiver, student, teacher satisfaction

This year the school sort community feedback using the Excellence in School Customer Service 360 reflection Tool. Highest scoring items were our schools customer service and inclusivity based around our administration staff who are the first point of contact with our community.

Policy requirements

Aboriginal education

Abermain Public School has sixty one students who identify as Aboriginal or Torres Strait Islander. These students have been supported in their education by the completion of Personalised Learning Pathways in consultation with students, parents and classroom teachers. These Pathway Plans reflect the student's learning goals and current abilities, including specific learning targets. Aboriginal perspectives are embedded throughout the curriculum and have a strong focus across all learning at Abermain Public School. Four teachers participated in the Connecting to Country program then shared their knowledge with staff during staff development activities. Staff utilised the Dillybag resource to revise policy and access learning material. All staff were provided with a copy of the "The Aboriginal Cultural Resource Book" to assist with knowledge of the local area. The school continued its commitment and support of the AECG bringing together school and community leaders to pursue educational excellence with a strong focus on high expectation. This year was the fifth year for the Kullaburra Awards Ceremony to celebrate excellence in Aboriginal Education. Several awards were presented to students at Abermain Public School for Attendance, Academic Excellence and Leadership. This year the Cesnnock High School and Abermain Public School combined to hold a very successful Harmony Day and NAIDOC week of celebrations to bring awareness to cultural integration.

Multicultural and anti-racism education

Departmental policy is embedded within school policy and culture. Personnel are trained and allocated roles. The school community strives to acknowledge, understand and celebrate diversity. Positive Behaviours for Learning (PBL) support an inclusive school environment. Multicultural perspectives are systematically embedded through units of study. Units for 2018 included extensive study of Family, Australian Identity, Working Together and Local Environment.