Port Macquarie Public School

Annual Report

2018

2899

Introduction

The Annual Report for **2018** 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 creating a quality teaching and learning environment together with parent/community partnerships, where our students will be given opportunities to become successful in growing and functioning in an ever–changing world.

School context

Port Macquarie Public School is part of the Hastings Valley Community of Schools. Our school caters for 442 students who come from a variety of cultural and socio–economic backgrounds. Sixty identify as Aboriginal and 44 use English as their second language. The school also caters for 60 students with special needs in both specialised and integrated learning settings. 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. *Highway Heroes* ,*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 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

Using the School Excellence Framework Version 2, our school reviewed our performance with a greater understanding of the School Excellence Framework. In the Learning domain we showed that in the areas of Learning culture, Well–being, Curriculum and Assessment we were sustaining and developing. The reporting and student performance measures were assessed at the Delivering stage.

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 2018 and the implementation phase will continue into 2019.

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 continuing to show us at the Delivering stage.

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 assessed Leadership, School planning, implementation and reporting as well as management practices and processes in the Sustaining and Growing levels. School resources were assessed at the Delivering level.

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 showing growth in the areas of;
- Leading–School resources;
- Teaching–Professional Standards and Learning and Development;
- Teaching–Data skills and use; and
- Teaching–Reporting.

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

Wellbeing

Purpose

A strategic whole school approach to wellbeing in which every students is known, valued and cared for to ensure their individual potential is developed.

Overall summary of progress

What have we achieved?

Very pleased with what we have achieved to date. We have begun to review behaviour documentation for students and ensure that the language used on those reflect the language from Highway Heroes program. Supervisors are now having more time to support students at play times and help them with strategies to get them using those strategies at school. Supervisor referrals are now being logged into Ebs Central and data is being collected through this system.

The Highway Help room was established to enhance supervisor restitution process where students were given social support and strategies to resolve and manage social situations. Focus groups of SRT students in and around opinions about the Highway Help room were conducted. Supervisor behaviour referrals and Supervisor restitution sheets have been modified to reflect the Highway Heroes language and thus communication home to parents. Highway Hero vouchers were established and are presented weekly to students at morning assemblies. Consistent visual signs/language around posters and tools associated with the program for all stages were produced and are now displayed throughout the school. Due to illness from the presenter–we have had to postpone the booking for Sara Phillips to present the module on "Taming Teasing and beating Bullying" and parent workshop as per TTFM feedback from parents. Highway Hero Language is becoming a culture in the school.

What impacts are we seeing in students/staff/community?

Students and staff are starting to use Highway Help language daily and frequently. The school discipline system is starting to reflect the language and strategies used and we are working towards changing all documentation around this. Feedback from some families is that they like the fact that the students are being supported with their "bumps" rather than being punished for being naughty. Language from Highway Heroes program is being heard more commonly now from both students and staff around different settings in the school. ie. bumps/ hazards/etc. Teachers on the playground are starting to see less students coming to them for helps their resilience begins to grow. Parents are also using the language when speaking to staff.

Are we on track?

Generally on track with this major project although we had to move two activities to a later date in Term 3 or Term 4.

Any adjustments that were required?

Loss of Privileges and Suspension Policy planning were moved to later in the year and focus PL included planning around the two Highway Hero modules being introduced.

What evidence do we have to show the impact?
- Student focus group feedback;
- Behavioural baseline data from Ebs Central;
- Restitution sheets for Supervisor level have been changed and now added to class behaviour books;
- L Plate and P Plate program booklets;
- Staff feedback on understanding of the Loss of Privileges system in our school;
- Registered programs from teachers specific to Highway Heroes modules;
- Behavioural data in Back on Track room/ playground folders;
- TTFM (Tell Them From Me Survey) data shows a 5% decrease in students feeling that they are being bullied and other results display areas to focus on around social, emotional and intellectual engagement in Senior students in our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• School self–evaluation against the School Excellence Framework validates a growth from sustaining and growing in the areas of the Learning domain element of Well being and Behaviour. • A 10% increase in student engagement and well being in the Tell Them From Me student survey data.	*Resources:* • Management Team Meetings every fortnight; • Staff Development Days to assess milestones and action and self–assess against the SEF (School Excellence Framework Version 2); • QTSS Days for Executive/ staff to set up and administer the TTFM surveys; • Promotion of Surveys during morning and student assemblies, school newsletters, School e–News and discussion from staff.	*School Excellence Framework;* *TTFM Surveys 2018;* • 87 Parents completed the TTFM Survey as we opened the survey up to all parents K–6; • 24 Staff completed the TTFM Survey; • 149 students completed the TTFM Survey in Snapshot 1; • 141 students completed the TTFM Surveys in Snapshot 2; • Student responses from Snapshot 1 to Snapshot 2 have shown 1–6% decreases in Institutional, Social and Intellectual engagement areas. Some have stayed the same. • Parent and Staff responses indicated a positive movement in students in responding well to the Highway Heroes program and beginning to use the language in the program. • Parents also showed an overall agreement that they felt welcome at our school, that our school was inclusive, that their children felt safe at school, that our school supported positive behaviour and learning, that they supported learning at home and were informed about our school from a number of sources including newsletters.

Next Steps

1. Modules 3 and 4 in Highway Heroes Program to be completed in 2019;
2. Parent workshop to be conducted in 2019;
3. Look at ways to increase student engagement in the Social, Emotional and Intellectual Domains;
4. To continue to review Wellbeing System in our school; and
5. Increasing student engagement through Literacy, Social and Emotional support.

Strategic Direction 2

Engagement

Purpose

To become actively connected to their learning, student engagement levels need to be promoted through a culture that is strongly focused on learning that is relevant, meaningful and provides the skill set to be successful participants in a society where technology is paramount.

Overall summary of progress

Ipads/Technology

What have we achieved?

- Every stage now has a set of 20 ipads to be used across staged classes;
- APPs were also purchased under Zulu desk (mobile device management system–MDM);
- Now working on obtaining Stage sets of Laptops. We currently have 21.;
- External Competitions– Robotics Challenge day we participated in Kempsey (Melville High). First Lego League competition will be completed next week;
- Now on waiting list for the filming kit through STEM share;
- Coding club is being run during lunch sessions;
- Spheros have been a focus; and
- Stage One staff have been making use of Dash and Dot robots with Stage 1.

What evidence do we have to show impact?

S2–92% of students produced assessments tasks using Book Creator.

Lesson study

What have we achieved?

Consistent content lessons, discussions around content, lessons being planned and taught, some have completed the process through to reflection and others are still working through planning and implementing.

Stages 2 & 3–Collaborative planning, teaching, assessing and reflecting.

What impacts are we seeing in students/staff/community?

Stage 2 & 3 students showing improved knowledge and skills in Writing against syllabus standards, as demonstrated in a variety or work samples. Teachers are learning and expanding on their own development.

Supported Learning classes– differentiated achievement related to the syllabus framework.

Teacher collaboration in lesson study professional development has enabled a deeper understanding of syllabus requirements. The explicit teaching of Writing, followed by reflections of practice has resulted in improved students engagement and achievements.

Development of authorial skills (stage 1)

Teaching of Reciprocity in ES1.

What evidence do we have to show impact?

- Writing samples;
- Benchmark assessments;
- Personalised Learning Plans; and
- Smart goals are being observed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The school is able to evidence growth from Sustaining and Growing to Excelling in the Teaching Domain element of Effective Classroom Practice. • Early Stage One– 80% of students reaching Benchmark levels in reading and writing. • Stage One– 80% of students will be achieving Stage One outcomes in literacy. • SMART data shows a positive growth in trend data for Yrs 3, 5 and 7 in reading and writing. • Special Education– 10% increase in students moving to a more independent level in Personalised Learning Plans.	$45,000 Per capita funding for iPads Cases for iPads Lockable charging cabinets Makey Makeys x 42 Bee–Bots and Blue Bots x 12 (Check with bron??) ET4L laptops 3 days X Teacher for Collegial planning around Lesson Study–TPL	***School Excellence Framework;*** ***Reaching benchmarks in Reading and Writing;*** ***Early Stage 1–*** 46% of sturdents have reached Benchmark level in Writing. ***Stage 1–*** 57% of students have achieved or achieved beyond stage expectations in Reading. 42% of students have achieved or achieved beyond stage expectations. in Writing. ***SMART Data;*** *Year 5* **Reading**–maintained positive growth trends. **Writing**– Not showing any growth in this area. *Year 3* **Reading and Writing**–Shows an increase in growth trends. ***Personalised Learning;*** 51% of SMART goals assessed in Term 4, in the Supported Learning Classes showed a positive trend of movement towards a more independent level of learning.

Next Steps

1. Increasing student engagement through Literacy projects and technology in our school;
2. Evaluating the K–2 approach in Literacy and greater focus on moderating student work samples.
3. Whole school target on writing through our lesson study with intensive support from District Consultancy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$76 924–Flexible funding	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 Norta Norta 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. M Goals were introduced and staff attended training around this to embed the system of support. 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 2019. Strong ties were maintained with our local AECG throughout 2018. 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.
English language proficiency	$10 068–Flexible funding	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.3 students were identified to receive support during 2018. This support was able to be absorbed into the LaST Program which then meant students were able to receive language support at least 3 – 5 times per week at the beginning, emerging and developing levels on the Learning Progressions. 2 Students also participated in relationship building programs at least twice per week in small groups whilst 1 was involved in structured play on a daily basis. We will be looking to integrate our 2019 support into our Learning and Assistance program to enable greater continuity of support to students throughout the entire year.
Low level adjustment for disability	1.9 staffing allocation	In 2018 25 students accessed the Community

| Low level adjustment for disability | $90 065–Flexible funding | 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.

QuickSmart ran with 2 SLSO's 3 times a week for 30 mins per student. PMPS had 27 students qualify for the QuickSmart Program in 2018. Of those students 27 accessed the program, 24 completed the program, 1 did not and time ran out before the final 3 students were able to finish. 12 students participated in the pre QuickSmart Program that we run here at school preparing them for the actual QuickSmart Program. 6 students completed this by the end of term 3 and received help through the ESES Program. The other 6 started the pre QuickSmart Program in Term 4 and information was then handed on to their Yr 7 LaST for 2019 to enable support in their new high school.

In the 2018 ESES Program Model 1 SLSO worked fulltime in each stage which enabled students greater access to assisted programs. This meant that students were able to see SLSO's on a more regular basis for targeted Literacy and Numeracy assistance individually and in small group situations. As a result of more SLSO's the LaST Team was able to focus on more Intensive Individual Programs and Behaviour Intervention.

In 2018 20 students accessed the Community Tutor Program with 7 tutors returning and 3 new ones commencing. The tutor program ran 4 days a week with students accessing tutors 1–2 times a week for 30 minutes each. The tutors continued our reading program with the students alongside the MultiLIt Word Attack Skills and MultiLit Sight Words Programs. 8% of students increased their reading age and word attack skills by 2 ½ yrs – 3yrs, 23% by 2 – 2 ½ yrs, 27% by 1 – 1 ½ yrs, 15% by 1–6months – 1yr, 15% by 1–6 months and 12% of students showed no improvement however those 12% were later diagnosed with a Mild Intellectual Disability. 15% of students exited the program due to moving on to high school, another 8% exited upon reaching an independent reading level. |
| **Quality Teaching, Successful Students (QTSS)** | .867 staffing allocation | Executive staff accessed this resourcing time to facilitate and lead lesson study throughout the school as well as stage reflection on assessment and reporting, writing and |

Quality Teaching, Successful Students (QTSS)	.867 staffing allocation	comprehension. Exec worked alongside our Leaders of Learning to upskill themselves in leading targeted collegial teaching and learning development of staff.
		Executive staff also engaged in joint sessions to focus on school planning and evaluation processes as well as whole school well being initiatives. This enabled many high order initiatives to be implemented which directly impacted student wellbeing.
Socio–economic background	$433 738–Flexible funding	Funding in this area was once again used strategically in a variety of ways to support student learning and wellbeing.
		The school engaged two Leaders of Learning to support stage teams in Lesson Study. Each stage determined their focus area based on student need. Writing, comprehension, spelling and student well–being were focus areas across the school. Leaders of Learning supported staff in collaborative planning and reflective practice.
		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 well–being of students through provision of emotional support and implementation of strategies for students to use based on our Highway Heroes language and strategies. Liaison with parents was also a significant component.
		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.
		The impact of this intervention is as follows; • 25 Year One students were identified at the beginning of the year as the lowest literacy achievers. *20 of these students participated in Reading Discovery this year.* The remaining five students improved their Literacy as the year progressed (with good classroom teaching instruction) and did not need to access the program. • *11 of the lowest identified students were not placed on the program in the first and second intake.* It was determined through assessment that these students did not know many letters of the alphabet and the corresponding initial sound of those letters. Instead these students participated in a 10–15 week 'Letters and Sounds Principles and Practice of High Quality Phonics' program. • 11 girls and 9 boys were in the program. • 15 students successfully completed their *Series of Lessons*. These students reached the expected level for Year One students (RR

| Socio–economic background | $433 738–Flexible funding | • The children were assessed at the end of their *Series of Lessons* by an experienced former Reading Recovery Tutor (Alan Tonkin).
 • The average reading level of students who successfully completed their series of lessons was L17. The end of year expectation for Year One stated on the Literacy Continuum are that students should be reading text level 16–18, with fluency, phrasing adjusting pace, volume and pitch and pronunciation to enhance meaning and expression.
The average reading level of students who successfully completed their series of lessons had increased by 14 levels in the first and second intake. One child increased 16 levels.
 • Discontinued students participated in a 'Booster Group' once a week with their Reading Discovery Teacher. Booster Groups are a Tier 2 intervention that provides timely support through a high quality small group instruction.
The well–being of students and families continued to be strengthened through our communities decision to release our Deputy Principal from class. Our Deputy Principal continues to provide social and emotional support for students and families so as to analyse data which continues to result in engagement of students based on individual needs.

Proactive case management and student support plans continued to be a strong focus with families feeling positive and supported, due to their involvement and guidance to staff, on individual directions for their children.

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. This program also ran across our Supported Learning classes. |
| **Support for beginning teachers** | $22 114–Flexible funding | 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 appropriate adjustments and accommodations to learning for special needs students. Training in supporting students with Autism, behaviour management and technology was also accessed.

Time was also accessed to work alongside |

Support for beginning teachers	$22 114–Flexible funding	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.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	231	251	244	243
Girls	205	191	198	189

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	93.7	95.3	94.7
1	92.8	90.5	92.5	94.7
2	92.4	93.6	91.8	93.8
3	93.7	92.5	95.3	92
4	92.8	80.1	92	91.2
5	93.1	91.5	91.4	91.3
6	93.1	91.1	90.9	88.3
All Years	93	90.6	92.6	92.2
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

Teachers mark attendance daily and twice a term Executive staff monitor attendance through Ebs Central which is reviewed by the Learning Support Team at the end of every term. Any concerns through regarding attendance as referred to the School's Learning Support Team with support being provided by the Home School Liaison Team.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.16
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.3

*Full Time Equivalent

The school engages 1 staff member who 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	0

Professional learning and teacher accreditation

$43187 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 continued implementation of Highway Heroes into the school to support student wellbeing. Other areas covered in our professional development included implementation of ICT, STEM and robotics into teaching and learning programs. Staff also upskilled in Live Life Well healthy living capabilities.

2 staff were in the process of gaining accreditation at Proficient level and successfully achieved accreditation. The school executive are currently supporting casual staff in meeting accreditation.

The learning undertaken in our school development days once again had significant impact in the area of student wellbeing. The school continued in the implementation of Highway Heroes – a student wellbeing skills based program. Staff started to investigate ways to link the strategies from this program to current wellbeing systems in the school.

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	834,089
Revenue	5,973,706
Appropriation	5,837,864
Sale of Goods and Services	1,915
Grants and Contributions	126,108
Gain and Loss	0
Other Revenue	0
Investment Income	7,820
Expenses	-6,116,189
Recurrent Expenses	-6,116,189
Employee Related	-5,489,071
Operating Expenses	-627,118
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-142,483
Balance Carried Forward	691,606

Our school employed the services of a Business Manager, who along with the Principal and Senior Administration Manager who monitor finance weekly and accordingly. Unused funds from previous year have been tagged to enable significant programs to be employed in the school.

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	2,836,140
Base Per Capita	94,616
Base Location	3,178
Other Base	2,738,346
Equity Total	808,610
Equity Aboriginal	76,924
Equity Socio economic	433,738
Equity Language	10,068
Equity Disability	287,880
Targeted Total	1,325,441
Other Total	718,005
Grand Total	5,688,196

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.

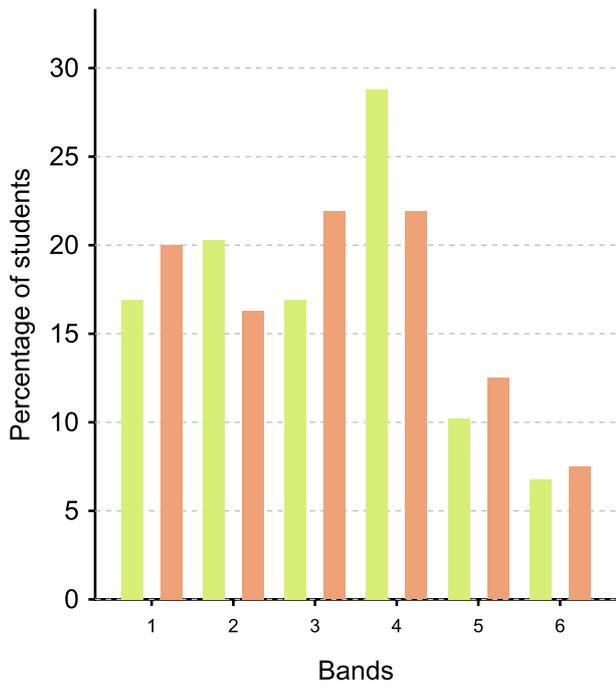# School performance

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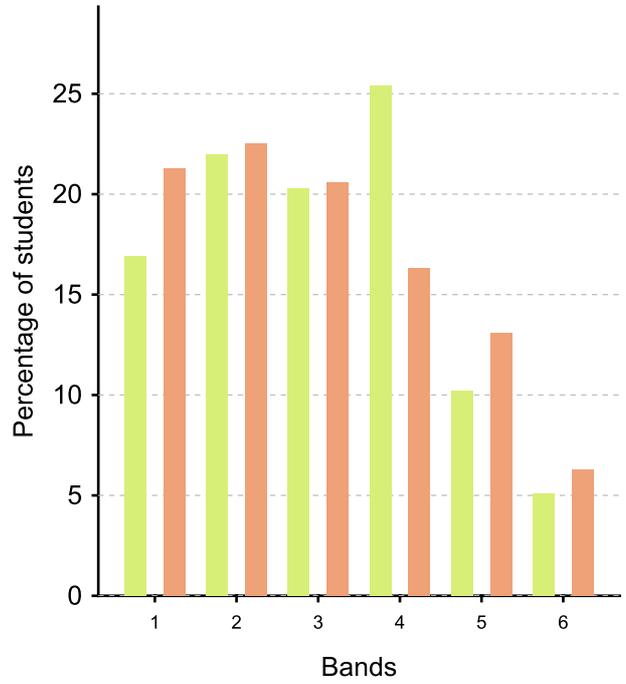
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

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.
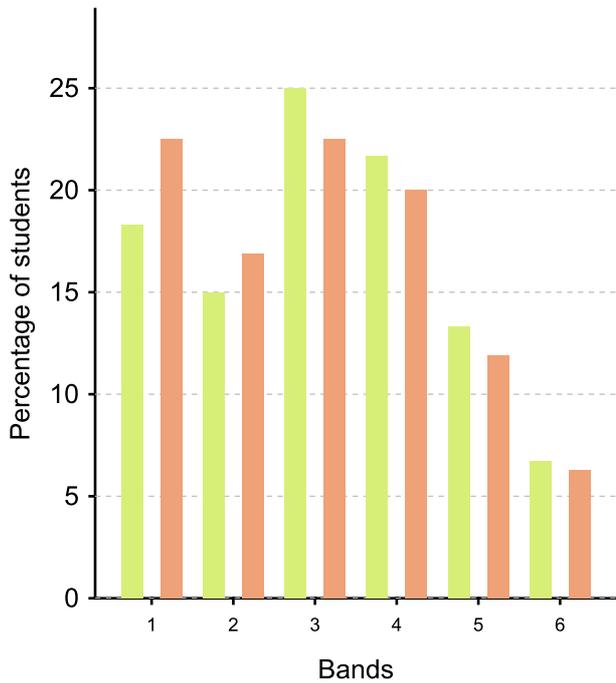
Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018
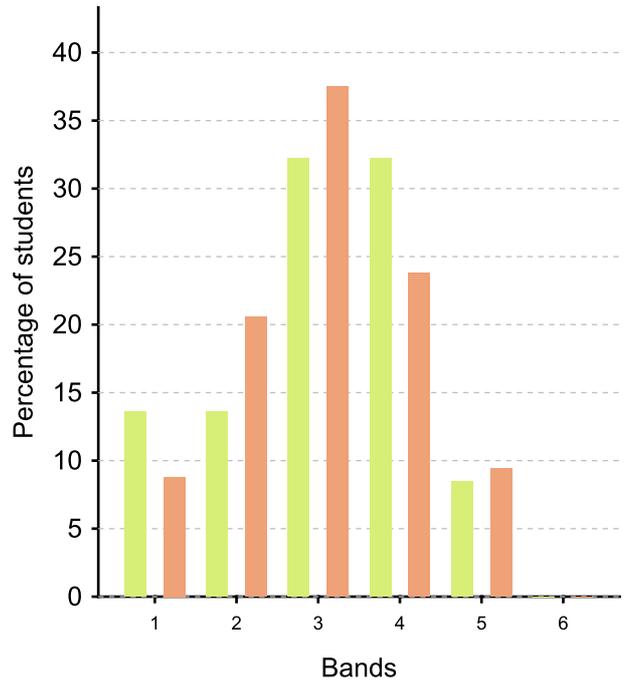
Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students (y-axis), **Bands** (x-axis)

Legend:
- Percentage in Bands
- School Average 2016-2018
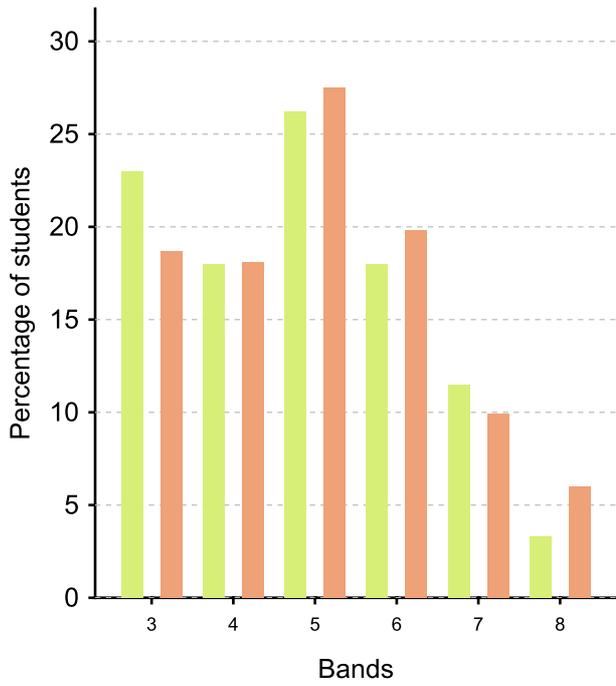
Percentage in bands:
Year 5 Spelling

Percentage of students (y-axis), **Bands** (x-axis)

Legend:
- Percentage in Bands
- School Average 2016-2018
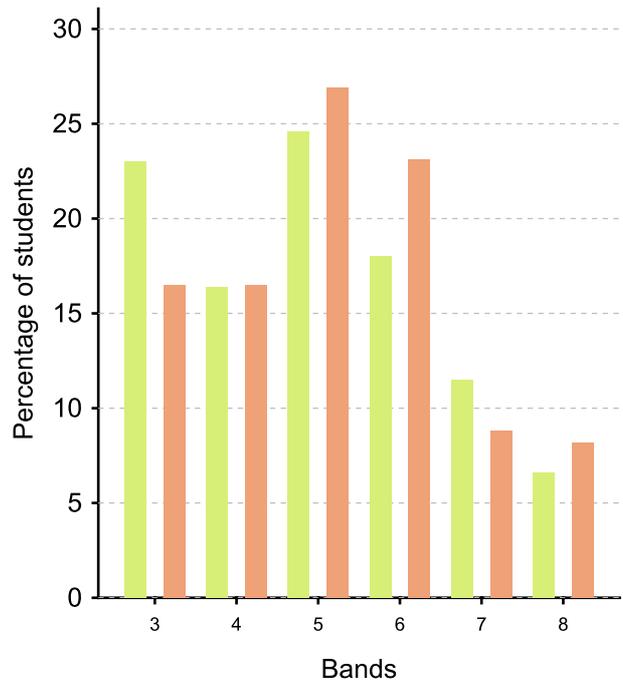
Percentage in bands:
Year 5 Reading

Percentage of students (y-axis), **Bands** (x-axis)

Legend:
- Percentage in Bands
- School Average 2016-2018
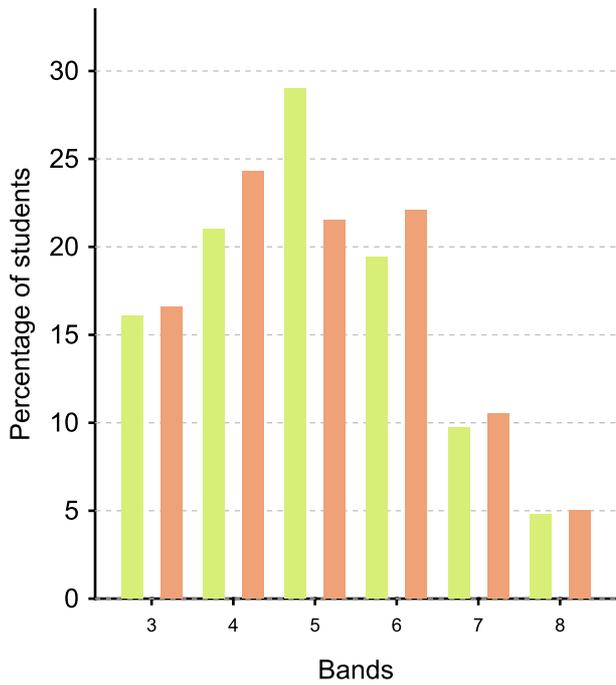
Percentage in bands:
Year 5 Writing
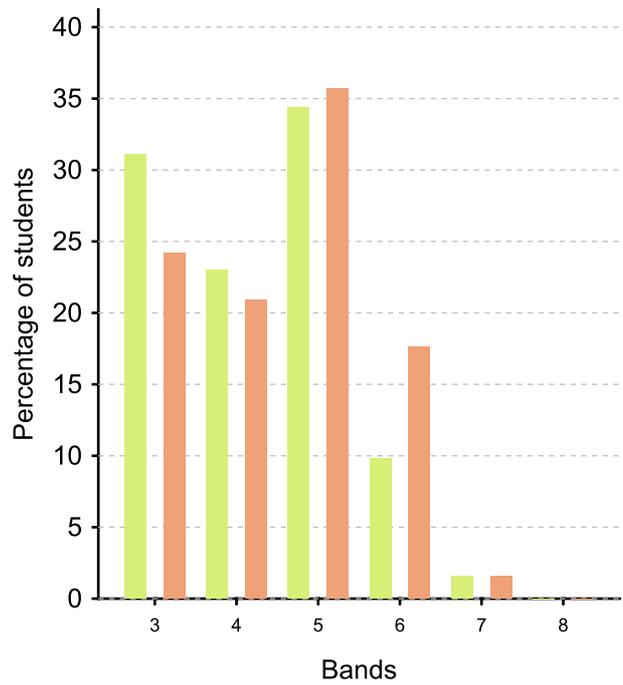
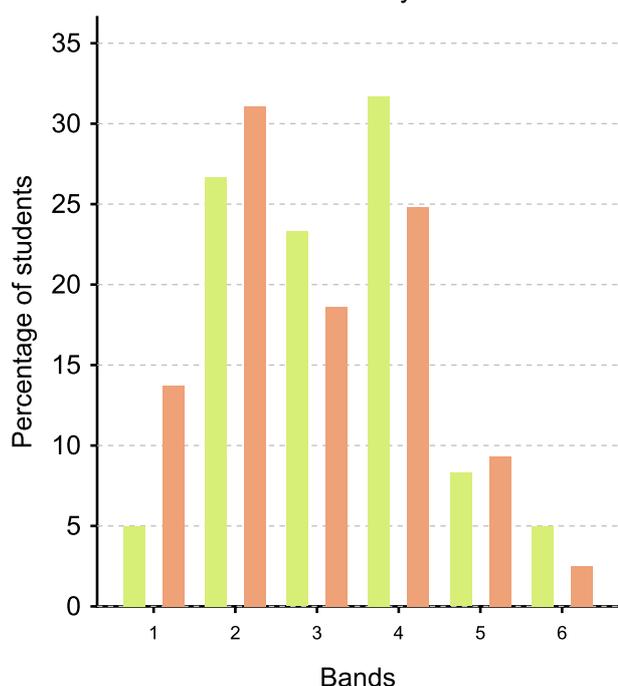**Percentage of students** (y-axis), **Bands** (x-axis)

Legend:
- Percentage in Bands
- School Average 2016-2018

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.

Percentage in bands:
Year 3 Numeracy

Legend
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy
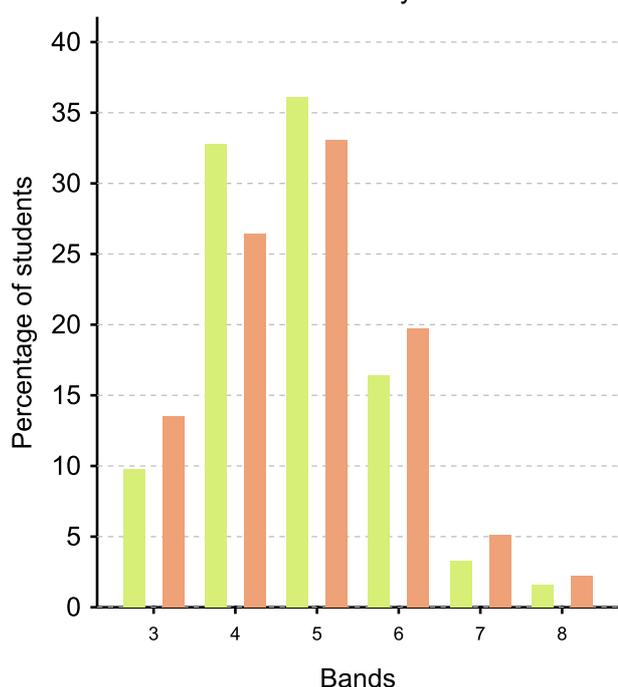
Legend
Percentage in Bands
School Average 2016-2018

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.

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal*

education outcomes.

Currently Aboriginal students at Port Macquarie Public School have not yet reached the top two bands within NAPLAN results. Please refer to the following statistics from 2018 results;

Year 3

- *Numeracy–30% of students in Band 4;*
- *Grammar and Punctuation–33% of students in Band 4;*
- *Reading–20% of students in Band 4;*
- *Writing–33% of students in Band 4; and*
- *Spelling–11% of students in Band 5.*

Year 5

- *Numeracy–40% of students in Band 5;*
- *Grammar and Punctuation–20% of students in Band 7;*
- *Reading–20% of students in Band 7;*
- *Writing–10% of students in Band 6; and*
- *Spelling–20% of students in Band 8.*

Parent/caregiver, student, teacher satisfaction

TTFM Surveys 2018;

- 87 Parents completed the TTFM Survey as we opened the survey up to all parents K–6;
- 24 Staff completed the TTFM Survey;
- 149 students completed the TTFM Survey in Snapshot 1;
- 141 students completed the TTFM Surveys in Snapshot 2;
- Student responses from Snapshot 1 to Snapshot 2 have shown 1–6% decreases in Institutional, Social and Intellectual engagement areas. Some have stayed the same.
- Parent and Staff responses indicated a positive movement in students in responding well to the Highway Heroes program and beginning to use the language in the program.
- Parents also showed an overall agreement that they felt welcome at our school, that our school was inclusive, that their children felt safe at school, that our school supported positive behaviour and learning, that they supported learning at home and were informed about our school from a number of sources including newsletters.

Policy requirements

Aboriginal education

Please refer to Key Initiatives report for costings, performance and focus areas

Multicultural and anti-racism education

Port Macquarie Public School continues to actively promote 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. Our LaST teacher has taken up the role to support these students. Ongoing training for this teacher will continue to enable this teacher 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.