Port Macquarie Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

School contact details

Port Macquarie Public School
Grant St
Port Macquarie, 2444
www.portmac-p.schools.nsw.edu.au
portmac-p.school@det.nsw.edu.au
6583 2977

School background

School vision statement

Port Macquarie Public School is committed to 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

• 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.

Progress towards achieving improvement measures

Process 1:   *Highway Heroes*

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
'Highway Hereos' Module implementation; Stages spent time on Staff Development Day 2 working through this module. Stage 1 still need time to make resources. Stage 1 felt that this unit was very wordy and will need reviewing next year. Supported Learning classes have adapted this unit and focused on different groups. **Culture of "Highways Heroes" in the school;** We are seeing: • less physical responses from students; • students are able to talk through their issues when they seek help from teachers; • same language used and strategies used and talked about; and • program is starting to mesh with the student welfare system and become the school culture instead of standing apart. **School Excellence Framework** The schools on balanced judgement at this time has been that we stay at sustaining and growing as we believe that our systems are working well, but are still in their infancy and we would like to collect more data on it effectiveness before looking at the Excelling area.	• Management Team meeting every fortnight; • Staff meetings to complete School self–assessment against the School Excellence Framework; • QTSS days used by Executive staff to support the administration and implementation of the Tell The Fro Me surveys; and • Promotion of surveys through School the schools P&C, e–News, Facebook and direct discussions with parent body.

Process 2:   *Wellbeing framework*

The school's wellbeing approach focuses on creating an effective environment for learning.

Evaluation	Funds Expended (Resources)
Tell Them From Me results for 2019 • 77 Parents completed the TTFM Survey as we continued to keep the survey open for all parents K–6; • 19 Staff completed the TTFM Survey; • 144 students completed the TTFM Survey in Snapshot 1; • 161 students completed the TTFM Surveys in Snapshot 2; • Student responses from Snapshot 1 to Snapshot 2 have shown 4–13%	• Staff meetings • Focus groups–students/families • SDD2 • Stage meeting times • P&C Meetings

Progress towards achieving improvement measures	
decreases in Institutional, Social and Intellectual engagement areas from Snap shot 1. Some have stayed the same. • Parent responses indicated a confidence in their children using social media and having the knowledge of what their children were accessing online. Parents of older students were wanting to know more about accessing social media sites. • 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. • Teachers showed confidence in knowing and understanding the reviewed wellbeing system in our school, but identified the challenges of meeting the needs of all students when supporting behaviour. **Wellbeing system** • Tiered system to support student well–being has been designed, and reviewed in order to begin its implementation in the 'Highway Help' room; • Parent communication with the new system has also been reviewed by staff and adjusted; • The School P&C body have met to discuss the new system and have endorsed the program; and • Executive staff in the Highway Help room are beginning to use the system as part of a support structure to enhance student understanding of social and emotional learning and expectations of behaviour.	

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.

Improvement Measures

 • 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.

Progress towards achieving improvement measures

Process 1:   Technology

Ipad technology is effectively used to enhance learning and service delivery.

Evaluation	Funds Expended (Resources)
• Stage 3 have 30 new laptops to support classroom engagement. • Dept. of Ed. Connected Country Wi–Fi is set up in the school. • K–2 have a basic robotics club within the school and are using "Blue Bots" and "Bee Bots"	45 new laptops stage 3 – purchased through 2 years worth of ET4L points

Process 2:   Lesson Planning

Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information about students progress and achievement.

Teachers are proficient in their teaching of literacy, meeting the needs of students on their stage.

Evaluation	Funds Expended (Resources)
ES1 60% of children achieved benchmark levels in reading and 50% achieved benchmarks in writing. Stage 1–55% of students have achieved or achieved beyond stage expectations in Reading. In Writing–45% of students have achieved or achieved beyond stage expectations.	Lesson study sessions lead by exec and Literacy support staff. Naplan live training. PD in 'Close reading' Progressions and syllabus for moderation. Hastings Schools Writing Network workshops.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$66630	Aboriginal Equity funding was used to continue to engage a full time Aboriginal Student Learning Support Officer (ASLSO). Our ASLSO worked alongside teachers in the academic, social and cultural support of students. Quicksmart was delivered to Aboriginal students in Stage Two and Three who required whole number support. 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. A Learning Wall based on local language was initiated and will be expanded to include local language for use with students. Throughout 2020 digital and literacy resources will be developed to reinforce learning of local language. 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. Staff continued to engage in professional learning – Connecting to Country and 8 Ways of Learning Strong ties were maintained with our local AECG throughout 2019. More staff engaged in these meetings 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	$7768 flexible funding .2 staffing	The engagement of a teacher for 1 day a week throughout Terms Two to Four enabled both withdrawal and in class support to identified students. 5 students received support at the Beginning, Emerging or Developing level.3 students were identified to receive support during 2019. 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.
Low level adjustment for disability	1.9 FTE $100508 flexible	In 2019 20 students accessed the Community Tutor Program with 7 tutors returning. The tutor program ran twice a week for 30 minutes each child. The tutors continued reading with the students and utilised the MultiLItWord Attack Skills and MultiLit Sight Words Programs.

Low level adjustment for disability	1.9 FTE $100508 flexible	QuickSmart ran with 2 SLSO's 3 times a week for 30 mins per student. PMPS had 24 students qualify for the QuickSmart Program in 2019. Of those students 24 completed the program. In the 2019 ESES Program Model 1 SLSO continued to work 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. A target for 2020 will be to provide substantial Professional Learning for our LSO's to enhance interventions. Our LaST teachers supported students both socially and academically when referred via our Learning and Support team. Throughout 2019 intervention guidelines were implemented which ensured that targeted needs were supported by effective and timely programs. These were also regularly reviewed with both the LaST teacher and classroom teacher.
Quality Teaching, Successful Students (QTSS)	.886 FTE **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($0.00)	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 comprehension. Exec worked alongside our Leaders of Learning to upskill themselves in leading targeted collegial teaching and learning development of staff. Targeted support from District Office was initiated to support staff in the effective teaching of writing and associated formative assessment. These officers mentored and co planned our direction with executive 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	$415386 flexible	Funding in this area was once again used strategically in a variety of ways to support student learning and wellbeing. The school continued to engage 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. In 2019 we also utilied these staff to support intensive literacy intervention throughout K–2.

Socio–economic background	$415386 flexible	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.
		•
		Four students in *Year Two* were carried over from last year (3 girls and 2 boys). At the end of Term One, four of these students discontinued Reading Discovery when they reached Instructional Reading Level 17. One student finished on Instructional Level 16 and required ongoing support through LAST.
		•
		22 *Year One* students were identified at the beginning of the year as the lowest literacy achievers. *10 of these students participated in Reading Discovery this year.* The remaining students improved their Literacy as the year progressed with Tier 2 Guided Literacy Intervention as well as good classroom teaching instruction.
		•
		8 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 the 10–15 week 'Letters and Sounds program. 5 students were able to commence Reading Recovery in the second intake, while the remaining 3 participated in Guided Literacy.
		•
		10 Year One (8 girls and 2 boys) and 5 Year Two students were in the program. 15 students in Stage One accessed Reading Discovery altogether.
		•
		7 Year One students successfully completed their *Series of Lessons*. These students reached the expected level for Year One students (RR Level 16–18). Two students did not complete their Series of Lessons due to starting late in the year and will be carried over next term (Term One 2020).
		•
		The average reading level of students who successfully completed their series of lessons was L17. According to the PMPS Literacy Plan, the end of year expectation for Year One is that students should be reading text level 16–18, with fluency, phrasing adjusting

Socio–economic background	$415386 flexible	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 13 levels in the first and second intake.
		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 continued strong participation . 85% of students who commenced Kindergarten in 2019 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 once again indicate a 100% approval of this program from participants. This program also ran across our Supported Learning classes. A review of this program will be conducted in 2020 to ensure it is continuing to meet needs of pre–K students and families.
Support for beginning teachers	$14130	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 and Executive. Staff were supported in making appropriate adjustments and accommodations to learning for special needs students. Training in supporting students with Autism, behaviour management, technology and writing was also accessed.
		Staff were given intensive support in the area of Assessment and Reporting.
		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.

Targeted student support for refugees and new arrivals	No funds allocated	No interventions required

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	251	244	243	237
Girls	191	198	189	197

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95.3	94.7	93.5
1	90.5	92.5	94.7	92.4
2	93.6	91.8	93.8	92.7
3	92.5	95.3	92	93.1
4	80.1	92	91.2	90.2
5	91.5	91.4	91.3	90.3
6	91.1	90.9	88.3	89.8
All Years	90.6	92.6	92.2	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.18
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	691,606
Revenue	6,378,411
Appropriation	6,235,962
Sale of Goods and Services	3,900
Grants and contributions	132,679
Investment income	5,870
Expenses	-6,490,982
Employee related	-5,877,768
Operating expenses	-613,214
Surplus / deficit for the year	-112,570

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,451,815
Equity Total	793,053
Equity - Aboriginal	66,630
Equity - Socio-economic	415,386
Equity - Language	7,768
Equity - Disability	303,269
Base Total	2,815,040
Base - Per Capita	113,269
Base - Location	2,860
Base - Other	2,698,911
Other Total	894,315
Grand Total	5,954,223

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

TTFM Surveys 2019;

- 77 Parents completed the TTFM Survey as we continued to keep the survey open for all parents K–6;
- 19 Staff completed the TTFM Survey;
- 144 students completed the TTFM Survey in Snapshot 1;
- 161 students completed the TTFM Surveys in Snapshot 2;
- Student responses from Snapshot 1 to Snapshot 2 have shown 4–13% decreases in Institutional, Social and Intellectual engagement areas. Some have stayed the same.
- Parent responses indicated a confidence in their children using social media and having the knowledge of what their children were accessing online. Parents of older students were wanting to know more about accessing social media sites.
- 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.
- Teachers showed confidence in knowing and understanding the reviewed wellbeing system in our school, but identified the challenges of meeting the needs of all students when supporting behaviour.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.