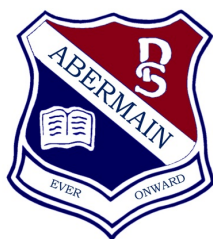


Abermain Public School Annual Report



2016



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Introduction

The Annual Report for 2016 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

Principal

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Message from the Principal

I would like to take this opportunity to thank the Abermain Public School students for their achievements throughout the year. The students have upheld the school values of Respect, Safety and Learning across all areas of the school as they work together to build a great school that allows students to develop the skills for a successful and fulfilling future.

Congratulations to all community members who have supported the school to make it a place where our children can enjoy a quality learning environment. Support from the parents through their volunteer of service has enabled our school to grow and develop into a place that values education.

The students and family of Abermain Public School are supported by a professional staff that care and nurture learning in many ways. The dedication and commitment of staff has been exceptional and has resulted in a strong and supportive learning environment.

I look forward to working with the staff, students and community members in 2017 and building upon the successes of 2016.

School background

School vision statement

Abermain Public School is an inclusive 21st century school where equality, harmony and a love of learning encourages students to become global citizens. Students and staff value learning as an ongoing journey where all children live, learn and grow to reach their full potential.

School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school currently has an enrolment of approximately 255 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.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the 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) was appointed in 2014 to provide 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the Domain of Learning the School addressed all elements with a main focus on Curriculum and Learning and Wellbeing. Professional Learning focused on the pedagogical shift required for the delivery of new syllabus expectations, are focus on systems supporting staff with differentiation and the analysis of evidence. As a result, curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices. The overall rating for the school in this domain is Sustaining and Growing.

In the Domain of Teaching the school addressed all elements with a particular focus on Learning and Development. The Performance and Development Plan time line was implemented, Whole School Training and Development Plan was embedded and refined and staff leadership teams developed. Consequently, Professional Learning has been aligned with the school plan and its impact on the quality of teaching and student outcomes is being evaluated. The overall rating for the school in this domain is Sustaining and Growing.

In the Domain of Leading the school addressed all elements with a focus on Leadership and Management Practices and Processes. Key achievements included the implementation of systems and practices to support distributed leadership and organisational best practice, staff role allocation based on expertise and the implementation of an electronic system for collecting and analysing data. As a result clear communication about school priorities and practices now takes place while staff have been supported to develop skills for the successful operation of new administrative systems. The overall rating for the school in this domain is Sustaining and Growing.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Develop Active, Informed, Creative Citizens

Purpose

To create an inclusive and equitable whole school learning environment that encourages and supports learning needs, sparks curiosity and passion for knowledge and understanding.

Overall summary of progress

The Best Practice Project is focused on developing and maintaining best practice teaching and curriculum delivery in every classroom across the school. Teachers have completed professional development centred on the intent behind the Science, Geography and History syllabuses and the pedagogy required to teach content through the relevant skills. The Positive Behaviours for Learning (PBL) Team have continued to meet regularly to review data and respond to changing school needs. This has been further supported by the introduction and implementation of SENTRAL as a means of recording and sharing data. The Learning Support Team has been restructured to include representatives from each Stage. This has improved information sharing and enhanced school systems and processes to support individual student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me Surveys indicate growth in responses relating to student engagement and relevance (TTFM 8.0 or above)	Relevance recorded 7.4 at the end of the year compared to 7.8 at the beginning of the year.	Staffing \$2 000
An increase of 10% in expected growth for students in year 3-5 , 5-7 in Writing and Numeracy	Year 3 to Year 5 average scaled growth showed 86 points in Reading compared to 80 points for the state. In Numeracy 76 points compared to 92 points for the state.	Staffing \$5 000 TPL \$2 000
Aboriginal students results to reflect that of the total population in English and Mathematics at sound and above at the end of year progress reports.	65% of our Aboriginal students in English and 57% of Aboriginal students in Mathematic were at sound or above. Other students recorded 69% and 67% respectively.	\$46 791
Stage leaders are supporting teachers and ensuring the use of teaching strategies that reflect a focus on student engagement and significance of content (PDPs, timetabling, lesson observations, reflection)	Executive mentoring & collaborative timetable was implemented. Stage 3 participate in STEM project to develop strategies to increase student engagement in classrooms. EAFS Instructional Leader has mentored K-2 teachers on a weekly basis to support.	Salaries: \$40 475 STEM \$9 200

Next Steps

The next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented are:

- Professional Development for all staff around significant learning and engagement.
- Support staff to consider plan and deliver engagement and connectedness in all lessons..
- Timetable Classroom Teacher Judgement (CTJ)/evidence collection sessions on regular 5 week cycle.
- Refine Learning Support Team and processes using computer-based tracking system (Sentral).
- EAFS goals for 2017: 90% of Kindergarten, 70% of Year 1 and 50% of Year 2 students will reach expectations for writing.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

The Performance Management Project is focused on building staff knowledge of and ability to use the Australian Professional Teaching Standards to inform their professional practice. Teachers have attended a number of professional development sessions to build their familiarity with the standards. School wide strategies have been implemented to support staff to use the elements to reflect on their own practice. This has established a foundation for aligning the Performance & Development Plans with the Professional Standards, and provided a means for evaluating the quality of teacher programs.

The Professional Development element of this strategic direction was a key component in building knowledge and understanding throughout 2016 for staff around the intent of the new syllabuses. A Whole School Training and Development (T&D) Plan was put in place and through set milestones drove the development of staff. The Plan was reviewed and refined for 2017 ensuring that Departmental policy has been addressed and that the Performance and Development Plan (PDP) timeline embedded. As a result, the Whole School Professional Learning Plan aligns personal staff goals with school needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole School Professional Learning Plan is current, in use and aligned with staff and school needs	Development and implementation of 2016 Whole School Professional Learning Plan. Performance & Development Plan cycle embedded for 2016. Implementation of a systematic method to gather data to establish staff professional development need.	Executive timetable implementation. \$71 220
All staff accredited at the relevant level of proficiency with a team working on higher levels of accreditation	Familiarisation of all staff with the Australian Professional Standards for Teaching through professional development and lesson observation feedback. Data gathered in relation to staff and their accreditation levels. Formation of mentoring groups for 2016. Executive staff assigned to supervision of Accreditation roles for 2016. Induction policy developed to be implemented in 2017 with all new staff.	

Next Steps

- The next steps required for 2017 to ensure Strategic Direction 2 is successfully implemented are:
- Development of a 2017 timetable to support staff mentoring across the school.
- New Teacher Induction process and Accreditation Authority system in place.
- Developing and monitoring professional practice.
- Continued development for staff to understand the Australian Professional Teaching Standards.
- Provide all staff information and support about the 'proficient teachers' for 2018

Strategic Direction 3

Promote quality relationships and systems

Purpose

To build and enhance links within the school and the wider community to enrich student learning experiences leading to improved student outcomes for every child.

Overall summary of progress

Leadership Project managed the implementation of Sentral and became a major focus in 2016. All staff trained in the use of the Attendance, Reporting and Wellbeing modules. As a result communication with parents and between staff has strengthened. Learning Management and Business Reform (LMBR) implementation continues to be driven by the department timeline. Positive Behaviour for Learning (PBL) remains a driving force behind building and maintaining positive school culture. Student voice has been enhanced with the commencement of the Junior PBL team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective administration, financial and communication systems such as LMBR and Sentral are in place.	Staff trained on usage of the Attendance, Reporting and Wellbeing modules on Sentral. Office staff trained on Sentral and front desk system in place. Medical and Learning Support Team (LST) notes added to the Sentral system. Staff meeting minutes recorded in Sentral.	\$ 71 220
PBL SET tool data reflects 90% or more across all focus areas.	This year the school and community exceeded expectations and scored 95% in our final SET review. This was a very good result for a school where PBL is strongly embedded. PBL school team remains in place to drive PBL Action Plan. PBL team drove the implementation of a revised discipline policy through consultation with student, staff and community members, combining classroom and playground data.	\$3 000
Enhanced student voice, leadership and consultation through student input and knowledge.	Students attended Halogen Leadership Day in Sydney. Junior PBL team established. TTFM student surveys conducted.	\$500

Next Steps

The next steps required for 2017 to ensure Strategic Direction 3 is successfully implemented are:

- To develop processes to support student voice and consultation.
- Continue to build staff knowledge of Sentral as a tool to communicate and track.
- Maintain Transition programs from preschool through to high school.
- Access innovative community initiatives to improve student engagement.
- To embed student driven learning pedagogy to improve student engagement.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Personalised Learning Pathways</p> <p>PLP have allowed all Aboriginal students an opportunity to set goals to improve their academic, personal and cultural knowledge and skills.</p> <p>School Community Connect project</p> <p>Inclusion of community members has enabled joint decisions to be made in regards to student development with our school and community. Meetings are held each term.</p> <p>Student Engagement</p> <p>The school supported an Aboriginal dance group.</p> <p>NAIDOC week was very successful with members of an Aboriginal dance group, Country Rugby League, members of our local community, parents, student and staff making connections within our network.</p> <p>Participation of all Stage Three students in the New England Health program, Deadly Cooking.</p> <p>Staff Development</p> <p>All Staff trained to implement MGoals in preparation for 2017.</p> <p>Two staff members commenced the Jarjums training.</p> <p>Representatives at all Aboriginal Education Consultative Group (AECG) meetings to ensure disseminating of information.</p>	<p>\$46,791</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability funding</p> <p>Employment of School Learning Support Officers (SLSO) to support teachers' implementation of educational and wellbeing programs within the classroom for students.</p>	<p>\$91 821</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staff training and development</p> <p>Mandatory Child protection training, Staffing Agreement, Positive Behaviour for Learning(PBL) updates, Primary Executive Network (PEN) meetings, Report writing, Professional Development Plans (PDP), Science syllabus reflection, History syllabus implementation, Quality Teaching Framework, School Excellence Framework (SEF) outline, Geography syllabus implementation, GOT IT Wellbeing Program training and PLAN data/evidence entry and analysis.</p>	<p>\$8162</p>

<p>Socio-economic background</p>	<p>Staffing</p> <p>Employment of additional staff to support the development of literacy and numeracy skills across all grades at school.</p> <p>SLSO Employment</p> <p>Employment of School Learning Support Officers (SLSO) to support teachers' implementation of educational and wellbeing programs within the classroom and playground settings.</p> <p>School Managed Speech program</p> <p>Additional funding was committed to extending the speech program offered to students through LMG.</p>	<p>\$301 756</p>
<p>Support for beginning teachers</p>	<p>Mentor teacher support</p> <p>Time allocated for teacher mentoring on a weekly basis to work with staff. Earlier career teachers have attended training and development focusing on planning, behaviour management and curriculum.</p> <p>Development of school Induction Program</p> <p>Executive staff attended training and developed a comprehensive policy to be implemented in 2017.</p>	<p>\$ 17 458</p>
<p>Early Action For Success (EaFS)</p>	<p>Training and development</p> <p>Staff have had the opportunity to attend L3 and L31 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 2. Stage 1 staff have attended training for 'Seven Steps of Writing'. The first step of the process, 'Sizzling Starts' has commenced with the students work displaying a higher usage of adjectives and complex sentences to capture the reader's attention. TEN training commenced for K-2 staff which has seen staff embed strategies into lesson delivery.</p> <p>Staff mentoring</p> <p>Quality time provided for all staff K-2 for the development of teaching skills, looking closely at the teaching and learning framework.</p> <p>Transition Programs</p> <p>Implementation of Clever Kids and the maintenance of Kindergarten Orientation as a transition to Kindergarten process has resulted in a smooth transition for 26 Kindergarten students into classes for 2017</p> <p>Stories implemented with a community organisation. A program focused on</p>	<p>\$ 117 471</p>

<p>Early Action For Success (EAfS)</p>	<p>improving community members abilities as the educators of their children.</p> <p>Fairytales was a STEM based project that involved children aged 3-5 years old to develop language and concepted ideas.</p> <p>Five parents graduated from the Parents As Teacher Classroom Helpers (PATCH) to support their learning and assist in the classrooms to increase student development.</p>	<p>\$ 117 471</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	105	124	136
Girls	102	94	104	128

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	95.3	94.2	93.5
1	93.6	94.5	93.1	93
2	91.2	94.3	93.1	91.1
3	92	92.5	91.3	92.9
4	93	90.1	92.1	91.3
5	90.6	92.6	88.5	93.1
6	90.8	91.5	89.8	87.6
All Years	92.5	93.2	91.9	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KS	21
KH	20
1-2J	24
1PC	24
2G	24
3-4H	29
3-4E	29
3-4M	28
STAGE3	30
STAGE 3	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.38

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Current no staff identify as Aboriginal.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Training and development was extensive throughout the school to meet our School Plan milestones. Staff received training in the following: Geography Syllabus, Science Syllabus, History Syllabus, Science Technology Engineering and Mathematics, Seven Steps of writing, behaviour management, Jarjums, ICT, EAfS, Child Wellbeing, Trauma training, CPR, Literacy and Numeracy. This allowed staff to maintain their proficiency and address accreditation goals.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	333 110.00
Global funds	181 684.00
Tied funds	605 871.00
School & community sources	117 002.00
Interest	8 002.00
Trust receipts	6 596.00
Canteen	0.00
Total income	1 252 267.00
Expenditure	
Teaching & learning	
Key learning areas	9 679.00
Excursions	7 250.00
Extracurricular dissections	17 957.00
Library	230.00
Training & development	54 410.00
Tied funds	590 763.00
Short term relief	38 468.00
Administration & office	61 601.00
School-operated canteen	0.00
Utilities	35 517.00
Maintenance	31 627.00
Trust accounts	7 856.00
Capital programs	48 811.00
Total expenditure	904 173.00
Balance carried forward	348 094.00

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Parent/caregiver, student, teacher satisfaction

Parent/ caregivers, students and staff were surveyed several times throughout the year to seeking input to the development of our school.

Tell Them from Me (TTfM) survey of parents(all indicators are out of 10) indicated 8.3 for parents who feel welcome when they visit the school. The school's administrative staff are helpful when I have a question or problem was 8.5. Children are clear about the school rules for behaviour 8.3. This was replicated in the PBL Set score with an overall score of 95%. Evidence that the school's expectations have been defined clearly and that these are visible across the school 100%.

Parents were invited to respond to a communication survey at the end of the year. Results on a scale of 1-10 indicated that 90% of parents would be likely(8-10) to recommend our school to other people.

Students TTfM results showed very little movement across all question with only a slight increase or decrease evident in the data.

Teachers TTfM results show a strong support and increase for leadership, collaboration, learning culture, data informed practice, teaching strategies and parent involvement. Unfortunately technology has a poor result and will become a major focus in 2017.

■ Abermain Public School



Policy requirements

Aboriginal education

Abermain Public School has sixty 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 parents and classroom teachers. These Pathways Plans reflect the student's learning goals and current abilities, including specific learning targets. Aboriginal perspectives are integrated throughout the curriculum and have a strong focus. All teaching staff participated in the Stronger Smarter Leadership Program. It brings together school and community leaders to pursue educational excellence with a strong focus on high expectation relationships. This year was the fourth 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. The Aboriginal Cultural Committee that comprises teaching staff, parents, students and community members continued to meet once a term off site this year to plan for future authentic Aboriginal learning experiences within the school. This year we held a very successful 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 support an inclusive school environment. Multicultural perspectives are systematically dealt with through units of study. Units for 2016 included extensive study of Family, Australian Identity, Working Together and Local Environment