

Anna Bay Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Anna Bay 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.

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School background

School vision statement

At Anna Bay Public School we aim to create a learning community where all children feel that they belong and are safe and happy to attend each day; that they are supported to learn at their own rate within an engaging and stimulating environment and that learning is a positive partnership between students, teachers and parents

Our vision is underpinned by three key expectations

1. Courteous
2. Cooperative
3. Ready to Learn

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 330 students which varies both up and down throughout the year as families move into the area for seasonal jobs, availability of affordable housing and families seeking a 'sea change'.

A dedicated and experienced staff are committed to excellence in student learning and have high expectations for the learning and behaviour of all students. Staff implement the Quality Teaching Framework through data-driven planning, programming, assessment and reporting, interactive technology and strategic implementation of the new syllabus materials. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements and growth.

Students are provided with and excel in a wide range of extra-curricular activities in creative arts, public speaking, environmental programs, music and sport. The school and community work in close partnership to provide these opportunities to all students. Strong community links with parents, local businesses and sporting clubs help consolidate our programs and assist with building leadership and social responsibility.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years. The learning community coordinates a number of initiatives including a bi-annual music festival, sporting events, middle years projects as well as wellbeing programs like 'You Can Do It' and Positive Behaviour for Learning.

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.

This year, the Plan To Plan team discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. They thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Time was then dedicated at Stage and Staff Meetings for the staff to examine the school plan and the milestones. Staff reflected on the progress being made across the school as a whole. This provided an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The use of PBL has created a positive learning culture amongst staff and students. The fundamental importance of wellbeing is to engage students in their learning within a culture of respect, courtesy and cooperation. Staff's capacity to meet individual learning needs and to teach new curricula has been strengthened through individualised Teacher Professional Learning, the Performance and Development Framework and the analysis of data. Increased exchange of educational and student welfare data across the school has improved teacher collaboration, student knowledge and community connections. In the Learning Support Team process, students with higher learning needs have been identified and their parents included

in planning and supporting their learning directions. Local indigenous programs continue to be implemented with the assistance of and advice from Aboriginal parents, the Murrook Cultural Centre and the Youyoong AECG.

In the domain of Teaching, our major focus has been on collaborative practice for staff members. Staff members have worked collegially in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning has enhanced the delivery of Literacy, Mathematics and the new syllabi, all highlighting the teaching culture for the 21st Century Learner. Importantly, staff are developing and implementing evidence based practice through reflection, evaluation and data analysis.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The effectiveness of the implementation of our key strategic directions has been due to a strong foundation of leadership capacity building for both staff and students. Together this has created a dynamic school learning culture.

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

Enhancing the quality of student learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders and prepares them for life in the 21st century

Overall summary of progress

In supporting all students at school, professional development was undertaken by all staff. This included training on LMBR, Mind Brain Learning, M Goals, use of online resources as well as technology integration for teaching and administration. Professional learning provided staff with enhanced capacity to deliver high quality learning experiences to their students.

The Learning and Support Team as well as Stage Teams have continued to collect and analyse data derived from school assessment schedules, standardised tests and external testing. This data has been used to chart student progress across the continuums and aided in identification of students who are not meeting grade based expectations. Stage 3 also trialled the use of '3 tier' learning to further track and support student achievement and identify the correct level of support that needs to be implemented to encourage high student academic achievement. The '3 tier' system will be reviewed for use by all stage teams in the following year. As a result, levels of support and differentiation are adjusted to meet the learning needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Minimum 85% achievement across all components of the PBL School Evaluation Tool.	The School wide Evaluation Tool (SET) was completed this year. The overall score achieved was 87.5%, exceeding our minimum 3 year improvement measure.	\$3500
Classroom observations confirm innovative teaching and learning practices to stimulate a range of intelligences to prepare students for the 21st Century	Creative lesson development in Geography and History subjects has been completed across stages. Greater technology use has been observed across many teaching and learning experiences. Google apps for education have been used to promote collaboration, problem solving experiences and instant feedback. BYOD policy and guidelines have been created ready for parent review and future implementation. STEM learning promoted through whole school Science day and Robotics workshop.	\$23000
Students' progress at grade appropriate or individual program levels as measured against the literacy and numeracy continuums.	Staff have updated continuum data and student achievement in 5 weekly intervals for literacy and numeracy. This information has been used to inform Learning Support Team practices as well as teacher programs. M Goals has been trialled for Aboriginal students to monitor achievement of goals and expectations. 3-tier learning has been trialled to help determine the level of assistance that needs to be implemented for students to achieve grade level requirements.	\$25000

Next Steps

- Continue to engage staff in data collection, continuum updates and regularly review these in 5 weekly cycles.
- Meet the Premiers Priority to increase the number of students in the top two bands by 8% and 30% for indigenous students by 2019. The introduction of Multitilt, Quicksmart Maths, D.E.A.R program, M Goals and super six

comprehension strategies will be used to assist in the achievement of these targets.

- Professional learning will be provided to staff on explicit teaching to enhance classroom practice.
- PBL committee to implement the classroom component across the school.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To promote, build and sustain the professional learning of all staff members, by creating pathways for teachers and leaders to collaborate, develop, manage and lead systems that support their capacity to enhance student outcomes.

Overall summary of progress

Professional learning was conducted with staff to assist with observation and feedback processes used when undertaking the Professional Development Processes with staff. This enabled staff to better focus their observations and provide higher quality constructive feedback to their colleagues to enhance classroom practice.

All staff continued to utilise Professional Development Plans to focus on their learning needs and prepare for formal accreditation processes. Several staff continue to work toward Highly Accomplished and Lead levels. Staff have been supported through opportunities to lead and manage across the school. Professional development programs have also been used to support leadership development with executive staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff accredited at proficient by end of 2017 with a team of staff working towards higher levels of accreditation. All staff responsible for professional learning and meeting the Australian Professional Standards for Teachers by developing an individual professional learning plan.	Professional learning on observing teaching practice and effective feed back has been used to support quality reflection on teaching. All teaching staff utilising PDP processes with increased confidence. Professional learning has been based on compliance training, whole school based requirements and individual needs.	\$17000
Quality feedback systems exist in all aspects of school life including professional observation of quality teaching practise and programming.	Surveys have been used in technology, PBL, Science, Maths, English, Geography, Performing Arts, History, Anti-Bullying, BYOD and others. These surveys have been used to inform positives and areas for improvement. Formative and Summative assessment processes have been used in class to provide effective feedback as per research by Prof. John Hattie.	\$12000

Next Steps

- Use collaborative RFF timetabling to allow better stage / grade based colleague planning.
- Improve colleague planning and discussion through structured stage / grade meetings
- Revisit teaching standards and expectations for all teachers. Continue training for collection of evidence and experiences to meet mandatory teacher accreditation requirements in 2018.
- Provide professional learning on the use of SENTRAL mark book, BYOD, technology including 3D printing and basic robotics to improve skill levels that enhance the learning environment.
- Implement PDP processes for non teaching staff in 2017.

Strategic Direction 3

Developing strategic community learning partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships that work together to position the school, the students, staff and families at the forefront of community aspirations and priorities.

Overall summary of progress

During 2016 the school sought to further enhance quality community partnerships through a range of classroom, stage and whole school based activities. These activities included; Education Week Showcase, Science Day, A.E.C.G meetings, Harmony Day, National Anti-Bullying day, meet and greet BBQ, parent teacher meetings, various P&C functions and events as well as annual assemblies and celebrations. These and other school community activities provided opportunities for parents and teachers to interact in formal and informal situations, strengthening home school partnerships.

Tell Them From Me surveys were again utilised with students, staff and families. High response rates were achieved from students and staff, however, responses from parents in these surveys was very limited. Other forms of parent response have been captured through the school Facebook page, email, website and the skoolbag app to support satisfaction and communication levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% or above parents indicate satisfaction with communication between home and school. (Tell Them From Me survey)	The parent responses from Tell them from me surveys was limited with only 2% responding. Other information sources including Facebook, email, skoolbag, P&C and school events have been used to support this area. Skoolbag and Facebook are the preferred information sources for parents and carers and allow for instant delivery of information and response. Parent corner information is well received and actively sought by parents and carers.	\$3000
80% or above of strategic community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes (TTFM survey).	In 2016 the school and community partnerships were promoted through staged and regular events. Parents, carers and community were involved in the Science Day, Education Week activities and showcase, Anti-Bullying day, Harmony Day, Fathers / Mothers Day activities, Welcome BBQ and others. The high levels of attendance and involvement demonstrate the support and value of learning at ABPS. Stronger Smarter and Connecting to Country programs have supported aspirations and priorities for Aboriginal students.	\$12600

Next Steps

- Conduct school planning forum to share progress and determine future directions.
- Continue to provide whole school / community events including a school Musical and learning events including a technology / science day.
- Provide parent teacher meetings in term 1 along with the meet and greet BBQ and term letters from teachers to assist improved parent / teacher / school relationships.
- Further engage Aboriginal students and their families through better goal setting, continued cultural learning experiences and communication using M Goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Plan that has been created with the student, Learning Support Team, Class teacher and the parent/guardian. Student targets and goals were progressed / achieved / met.</p> <p>Additional learning support staff were employed to assist student learning and achievement of goals/targets.</p> <p>An Aboriginal cultural program was delivered with the assistance of community Elders, the Murrook Cultural Centre and the local Youyoong AECG. Students developed skills focused on the four pillars of culture: land, story, language and people.</p>	\$14,900
Low level adjustment for disability	<p>All students that required learning adjustments were reviewed by the Learning Support Team. Students were reported with the Nationally Consistent Collection of Data processes and also supported by the Learning Support Team in school programs. School educational and social targets/goals are being achieved. Targets / goals are modified and reviewed regularly.</p>	\$37,000
Quality Teaching, Successful Students (QTSS)	<p>Class teachers were released every five weeks to review and update student achievement results against the literacy and numeracy continuum. The time was also used for teachers to collaborate with colleague teachers / stage teachers, executive teachers, mentors and support staff regarding their own practice and a deeper knowledge of their students achievement and needs. Teachers and students benefited from this focus through an improvement in the quality of teaching practice.</p>	\$23,000
Socio-economic background	<p>Continued data management / analysis and access to technology tools has enabled staff to better track student achievement and needs, allowing for more targeted teaching, higher quality lessons and 21st century learning opportunities.</p> <p>Provision of on-line resources, equipment and software for students as well as ongoing professional learning for teachers has assisted with student engagement, collaboration and new learning opportunities.</p> <p>A greater focus was placed on STEM learning through the whole school science day, girls robotics and stage 3 science discovery days. Students developed skills in collaboration, critical thinking, creativity and were highly engaged.</p> <p>Staff professional learning was a continued focus. Professional learning was conducted to meet both school and individual learning needs of staff. This has stimulated and</p>	<p>\$51,000 (personnel and resources)</p> <p>\$71,000 (playground)</p>

Socio-economic background	<p>improved collegial discussion and work practices, staff confidence and capacity.</p> <p>A K–2 playground was installed with the financial assistance of the P&C, grants and school contributions. The playground supports the positive social interaction between students and being physically active.</p>	<p>\$51,000 (personnel and resources)</p> <p>\$71,000 (playground)</p>
Support for beginning teachers	Funds were received late in 2016 after the permanent appointment of a teacher. The funding was used to support the Professional Development Plan and needs for this teacher.	\$13,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	206	199	172	160
Girls	154	149	140	137

We have had steady enrolment into Kindergarten over the last three years, generally achieving two to two and a half classes each year or around 40–45 students. Total enrolment numbers have shown decline during the last three years due to large senior classes moving into High School. The cohort size has generally been 50–60 students. Smaller cohorts will exit the school at the end of 2017, slowing the decline in enrolment numbers. Other factors affecting student numbers include limited or no new land release for new home buyers and very little turn over of properties within the school catchment area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	93.7	94	94.1
1	94.5	93.9	93	92.1
2	93.5	93.6	93.9	93.3
3	94.3	94.8	93.9	94.6
4	93.6	94.8	95.3	93.5
5	94.2	92.4	94.4	94.6
6	92.4	92.6	91.3	93.8
All Years	94	93.7	93.7	93.8
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

School attendance remains close to state averages in individual year groups and above average overall. Attendance is regularly monitored and followed up to

ensure children are in school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.12

One staff member at Anna Bay Public School identifies as being Aboriginal. Anna Bay Public School also enjoys a close relationship with the Youyoong Aboriginal Educational Consultation Group (AECG) and with the Murrook Cultural Centre, part of the Aboriginal Lands Council.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

Staff at Anna Bay Public School undertake professional learning throughout the year based on school plans and targets, Department of Education priorities, Work Health and Safety regulations and individually developed plans made under the Professional Development Planning cycle. Professional learning was available to all staff in the following formats:

- Staff development days; equivalent to five days per year;
- Regular fortnightly professional learning sessions at school;
- Individual / group professional learning courses hosted within the school;
- Individual / group professional learning courses from external providers;
- On-line learning courses developed by DoE and other providers;
- Membership and participation in professional organisations, including but not limited to; Primary Principals Association, Tomaree Learning Community, Primary Executive Network, Learning and Support Teacher network, Reading Recovery

network and the School Counsellor Network. In 2016, the following activities were undertaken by staff during designated Staff Development Day training times:

- Term 1 – General school business operations / planning, Stronger Smarter training, Maths online workshop, child protection training, iPad training and stage based planning meetings.
- Term 2 – Creating smart goals and effective PLP's for students, Google Classroom, PBL update, Welfare policy update and stage based planning meetings.
- Term 3 – MGoals workshop, Maths online workshop, Geography and English workshop, stage based planning meetings
- Term 4 – The last two staff development days were changed and conducted throughout the year. Topics covered included: CPR and Anaphylaxis training, Geography – new units of work and resourcing, PBL, Observation and Effective Feedback and Feed Forward course, and LMBR training.

Other professional learning was conducted throughout the year in the following areas:

- SENTRAL, Teacher Performance and Development, Policy updates, LMBR, iPad and technology training, Work Health and Safety e-safety courses, School planning, Science, STEM, standardised testing, Multitilt, Data analysis, PBL and professional learning through the various professional organisations for staff

The total cost of professional learning this year is tabled in the finance section of this report.

During 2016, Anna Bay Public School had three permanent teachers investigating / pursuing accreditation at Highly Accomplished level of accreditation. All other permanent teachers were not classified as 'teachers requiring accreditation' at Proficient level. No permanent members of staff were maintaining at Highly Accomplished or Lead Teacher level.

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

This summary financial information covers funds for operating costs to 13 June 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Funding for the Schools as Community Centre (Gan Gan Centre) are held in trust by ABPS. This money is included / reported in our tied funds and is held as retained income.

A school playground was installed in the infants playground in term 1 2016. This was jointly funded by ABPS and the P&C, accounting for higher income and expenditure through School and Community sources.

Higher levels of funding were used to purchase technology equipment to support the implementation of

LMBR, improved Wi-Fi access, Smartboard projectors, on-line resources and 21st century learning activities.

Income	\$
Balance brought forward	216 966.00
Global funds	143 532.00
Tied funds	157 685.00
School & community sources	97 995.00
Interest	2 633.00
Trust receipts	4 276.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	5 350.00
Excursions	10 649.00
Extracurricular dissections	26 031.00
Library	3 821.00
Training & development	3 532.00
Tied funds	136 675.00
Short term relief	49 045.00
Administration & office	33 027.00
School-operated canteen	0.00
Utilities	21 098.00
Maintenance	6 456.00
Trust accounts	8 602.00
Capital programs	64 221.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 14 June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	553 280
(2a) Appropriation	488 424
(2b) Sale of Goods and Services	573
(2c) Grants and Contributions	63 003
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 278
Expenses	-361 258
Recurrent Expenses	-361 258
(3a) Employee Related	-208 517
(3b) Operating Expenses	-152 740
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	192 022
Balance Carried Forward	192 022

Remaining funding is to be used to pay CEPS staffing account costs which are incurred during 2016 but are invoiced after the Christmas break. Other funding is set aside as savings to replace higher cost items and equipment including, but not limited to: photocopiers, lawn mowers, air-conditioning units, iPad and laptop devices. These items are not replaced on an annual basis. Other funds are held for senior playground equipment and an electronic school sign. A small amount of money is held to cover unexpected costs.

	2016 Actual (\$)
Base Total	2 164 567
Base Per Capita	16 757
Base Location	5 015
Other Base	2 142 794
Equity Total	208 145
Equity Aboriginal	19 719
Equity Socio economic	28 984
Equity Language	0
Equity Disability	159 442
Targeted Total	103 740
Other Total	177 747
Grand Total	2 654 199

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.

In year 3, the student achievement scale is from Band 1 (lowest) to Band 6 (highest).

In year 5, the student achievement scale is from Band 3 (lowest) to Band 8 (highest).

NAPLAN results show variation from year to year as the student population is quite mobile in this area, however, average student academic growth rates meet or exceed state levels.

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.

Reading results in year 3 showed 42.3% of students achieved in the highest 2 Bands (Band 5 and Band 6). In Numeracy, 25% of students achieved in the highest 2 Bands (Band 5 and Band 6).

Reading results in year 5 showed 48.8% of students achieved in the highest 2 Bands (Band 7 and Band 8). In Numeracy, 26.9% of students achieved in the

highest 2 Bands (Band 7 and Band 8).

Aboriginal students in both Year 3 and Year 5 achieved excellent results. Specific data is not able to be provided due to privacy reasons.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Various methods are used to collect this information, including: Tell Them From Me Surveys, Face Book comments and data capture, Web site hits, Email and letter responses, P&C meetings, and verbally through formal and informal meetings, school events and activities. From the respondents in 2016, the following information was identified:

- Parents are very active in the school environment with high levels of attendance at school events, functions and activities. Parents have indicated that they feel welcome when they visit the school and that they can easily speak with their child's(ren's) teacher. Preferences for communication are Face Book and the Skoolbag app. Parent and community use or access to the schools website is very low, averaging less than 2000 'views' per year whereas Face Book regularly reaches up to 5000 people per month with engagement up to 3000 people per month. Skoolbag reaches over 677 registered mobile handsets. The Tell them From Me surveys used for parent feedback this year were not well utilised by the parents / carers. Survey results for parents were too low to allow a
- Students identified that they highly valued their schooling outcomes and tried hard to succeed in their learning. Students identified positive teacher student relationships, they felt that the school and teachers had high expectations for them to succeed and that lessons were relevant to their everyday lives. Across the school, students maintained a very low attitude toward homework.
- All eight drivers of student learning (Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School, Parent Involvement) were rated very highly, with results that were well above state levels in every area by teachers. Teachers identified that the school values and encourages collaboration and a positive culture with an emphasis on data informing practice. Teachers have indicated that they would like to have more time to observe and be observed when teaching.

Policy requirements

Aboriginal education

In order to improve educational outcomes for our Aboriginal students we have implemented a number of initiatives throughout the school year. A number of Anna Bay Primary teachers are members of the local

AECG and attended meetings throughout the year. The group advocates for respect, cultural affirmation and the pursuit of equality for Aboriginal people and aims to strengthen education networks between school and the local community. Personal Learning Plans were developed for all students identified with Aboriginal heritage/background. Goals were identified and implemented in class programs. Stakeholders from community organisations provided input into these plans in support of the student's educational outcomes. Our Yr 3–6 students were offered the opportunity to participate in a fortnightly Cultural program delivered by local Aboriginal representatives which focused upon the four pillars of culture ie land, story, language and people. Students also had the opportunity to participate in NAIDOC activities and a cultural day held at Murrook Culture Centre at Williamstown. Aboriginal Students in K–2 are supported by the Little Yarns Project through First Chance Early Intervention Unit. We are very fortunate to have continued this program in terms 1 & 2 of 2016 and hope to continue this community partnership in 2017. Norta Norta funding has been successfully utilised to support a student in improving their educational outcomes.

Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. HSIE (Geography and History) units played an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.

Other school programs

Reading Recovery – ABPS has participated in the Reading Recovery program for over 20 years. Reading recovery is an early literacy intervention and prevention program. A Reading Recovery trained teacher provided intensive, individual assistance to mostly yr 1 students who were experiencing difficulties with the reading and writing processes. Through daily lessons of 30 minutes students were assisted to make rapid progress, with the aim to catch up to the rest of the class, usually within a period of 20 weeks. Students were taught strategies to increase their control and independence over reading and writing. The Reading Recovery teacher worked closely with class teachers and worked in partnership with the students' parent to accelerate the child's learning. This program will also continue into 2017.

Learning & Support – Academic and administrative support was provided across the school including: PLP development & implementation, provision of information & resources for children with additional needs,

coordination of SLSO support, coordination of OOHC student support in partnerships with NGOs, caseworkers/carers. The Learning Support Team Coordinator was also a member of the Peninsula Early Childhood Network Committee that consisted of local schools, Preschools and child care centres. They worked toward promoting school readiness and a smooth transition to school.

Rotary Reading – At ABPS we are very fortunate to be able to work in close harmony with the wider community to achieve educational objectives for our students. Our Rotary Reading program is part of our holistic approach to reading and a part of our whole school literacy program and as such, it has contributed to the literacy progress of a number of stage 1 students. We have a small group of regular volunteers who have supported our reading program every week and also many volunteers who participate for a period of several weeks at a time. Students participated in the Rotary Reading program each Thursday which involved reading on an individual basis to volunteers from Rotary and the community. The program assists in the development of confidence, accuracy and fluency in reading aloud and provides an enjoyable reading experience for all children involved in the program. Our volunteers are keen to continue this valuable program in 2017.

Positive Behaviour for Learning (PBL) – Following the launch of PBL at the end of 2015 the staff and students continued to work towards achieving the three expectations at Anna Bay Public School – Courtesy, Cooperation and Ready to Learn. Staff were involved in developing weekly lessons and students participated in creating and producing movies to include in these lessons. Students were engaged in the lessons and were increasingly demonstrating the three expectations. A simple reward system called GOTCHAS was introduced to acknowledge students meeting the school's expectations. The children were very engaged in this process and enjoyed receiving GOTCHAS. The student welfare policy was revised and updated. The 'Behavioural Expectation at Anna Bay Public School' policy emphasises the need for parents, students and staff to work together to ensure our school is a safe and happy environment conducive to learning.

2016 Anna Bay Rope Burners – Anna Bay Primary boasts two skipping teams. One is a training team and the other is our highly skilled, fully fledged demonstration team, 'The Anna Bay Rope Burners.' The teams, who are trained by Mrs Phyllis Parker, aim to promote active motivated children and to inspire them to develop healthy habits through their lives. The skipping also lends itself to cross brain training (Brain Gym), which involves right and left brain aerobics. This is a huge advantage and assists students with their academic learning. It also complements our Daily PE program. Performing is a major part of the program enabling students to gain confidence, be proud and stay healthy. The Rope Burners have successfully passed an audition with the Heart Foundation each year for the past 9 years, resulting in securing the position as the Hunter Region Demonstration Team for the whole Hunter Region. The Rope Burners visit countless schools in the Hunter region each year,

spreading the word for being active and healthy. In 2016 they also performed in Sydney visiting several schools in the Northern Beaches. The Rope Burners have also performed in high profile venues such as Darling Harbour, The Entertainment Centre and at The Sydney Olympic Sports Stadium. The Rope Burners also do performances for the local and wider community. In 2016 they performed at the Anna Bay Skate Park for Sally Dover promoting support for youth in our community. Performances at school included Education Week, Fortnightly Assemblies, our school fair and Presentation Day. The whole program underpins our PBL welfare program which promotes 'Courtesy, Cooperation and Ready to Learn.'

2016 Showcase – The Anna Bay Showcase was a wonderful creative arts performance presentation held in Education Week. It was a highly successful event that promoted the strength of our creative arts in the school. We have very talented students in this area and an occasion such as this allowed students to express themselves. This was also an opportunity for parents to support their children and view their talents and success. Performances included: The school Band, Junior Choir, Senior Choir, Anna Bay Rope Burners, Four Dance Teams (Mini Movers Year 2, Major Shakers Year 3&4, Senior Stars Year 5 and Senior Stars Year six.), Boys dance Team 'Anna Boyz', A PowerPoint of school events and a kindergarten performance.

2016 Science Day – At the end of term one, Anna Bay hosted a 'Hands On' practical science day. It was extremely successful with fantastic, positive feedback from students and teachers. The day involved all of our students and provided a fun, hands on experience for all children to get hooked on science. The students came dressed as mad scientists and visited 7 stations allowing them to participate in all the experiments. The stations were manned by some staff, The Newcastle University and a Forensic Workshop Experience run by a private local business. Stations included: Float Your Boat, Forensics, Bubble Mania, Chemistry Goo, Flight, Volcanic Eruptions and Power Of Water.