

Maitland East Public School Annual Report



2016



2451

Introduction

The Annual Report for **2016** is provided to the community of **East Maitland 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.

Kim Dudgeon

Principal

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School background

School vision statement

East Maitland Public School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their potential.

We shall work together as a whole school community to prepare and inspire our students to be their best in a quickly changing global society.

School context

East Maitland Public School has a long history of providing education in East Maitland for over 150 years and is held in high regard by the local community. The school is situated in the Maitland City Council area in the suburb of East Maitland.

East Maitland Public School has an enrolment of approximately 580 students across 25 classes. Three of these classes make up our multi-categorical support classes, catering for 22 students with a diverse range of special education needs.

East Maitland Public School has a mixture of experienced and new teachers; classroom, library, Reading Recovery and Learning and Support. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Cooperation, Responsibility, Participation and Learning.

Our school facilities include; a connected classroom, computer lab, a well-resourced library with a technology focus, large playground areas with play equipment, cricket nets, a multi-purpose hall, and two large covered outdoor learning areas.

Our students have the opportunity to engage in a variety of curricular activities, with specific programs for sport, debating and public speaking. The school band is well-developed and students also enjoy opportunities to be involved in choir, drumming, dance, ukulele and gardening club.

All school programs and initiatives are well-supported by an active parent community and P&C.

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.

Staff members at East Maitland Public School have discussed the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. Time was dedicated during Term 1 to examine the school plan and strategic direction teams set an agenda for achievement of strategic directions through the identification of milestones. All staff were involved in consideration of our practices against School Excellence Framework elements throughout the beginning of Term 4. Executive staff assessed our achievement of strategic direction milestones against the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focussed on the building of a learning culture by staff, students and the community supported by extensive wellbeing initiatives. Initial steps have been taken to re-establish Positive Behaviour for Learning processes, supported by the development of a whole school behaviour management and modification plan, and existing processes of reward and recognition. All staff and students understand expectations and that they form the basis of school-wide collective responsibility for student learning and success. Quality teaching and assessment for learning practices form the basis of class program supervision requirements. Practices are supported by professional development. Through the appointment of a 'Student Learning and Support, and Wellbeing Coordinator', a range of whole school student wellbeing needs have been able to be met. To address and monitor student needs, all staff are involved in writing IEPs, PLPs, and behaviour and risk management plans as appropriate, through a guided and coordinated approach. All plans are regularly evaluated. Teachers have been assisted to support students in their

classrooms and been supported in their interactions with families and outside agencies. Support funding has been obtained and Student Learning and Support Officers (SLSO) employed and supervised accordingly. A close relationship between all staff and our new school counsellor has been established. Students are well-equipped to achieve their learning goals through an expectation of high achievement for all, and positive respectful relationships between students and staff.

Our major focus in the domain of Teaching is the improvement of collaborative and effective classroom practice. Staff have been engaged in professional development regarding implementation of NSW Syllabuses for the Australian Curriculum and have undertaken a review of programming strategies to improve quality of lesson content, differentiation and assessment practice, as well as accountability. Through programs such as L3 and the use of PLAN data to monitor student progress and map future directions, more individual student needs are being planned for and met. High expectations of active learning and classroom behaviour exist, and students are supported to achieve growth and engagement through well-managed behaviour management systems and wellbeing initiatives. Staff collaboration is a whole school expectation. Teachers have, for the first time, this year undertaken regular, target-focused, paired observation and feedback practices. Opportunities have been provided for collaborative programming and professional discussions regarding consistency of teacher judgement to assist in effective assessment strategies and whole school tracking of student progress. Collaborative practice has resulted in more efficient and effect programming, improved and more consistent assessment practices, and further aided in the building of a learning culture. Through collaborative practice all staff have also had opportunities to share their individual expertise in the development and guidance of others. All teachers have been additionally buoyed through the rigorous and collaborative Professional Development Plan (PDP) process. New and beginning teachers have been supported through being paired with a mentor and the capacity of potential leaders has been developed through a whole school structure of distributed leadership.

In the domain of Leading, our priorities have been the development of management process and practices, and thorough school planning and plan implementation, supported by ongoing evaluation. Ongoing and transparent communication with staff and the P&C of targets and strategies has taken place. All staff have been involved in twice-termly evaluation of achievement towards targets and identification of ongoing areas of focus, though membership of strategic direction teams, resulting in school-wide responsibility and accountability for school improvement. All staff understand expectations and the clear processes that are in place. Ongoing revision of administrative practices and organisational structures that are effective to support teaching and learning and meet compliance requirements has taken place. For example, teacher professional learning opportunities and resource provision and allocation. Staff, students and parents have the opportunity to provide feedback through annual satisfaction surveys and other topic specific surveys, such as community events, on an 'as needed' basis. We have aimed to provide more numerous and engaging parent participation activities this year. Regular and pro-active monitoring and review of milestones, programs, individual student learning and management plans, and teacher professional development plans takes place. Progress towards improvement of management processes and practices to facilitate increased student outcomes has been achieved.

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

Consistent, collaborative, current and high standard educational practices across the school.

Purpose

To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standards and shared professional practices.

Overall summary of progress

Our application to addressing the individual needs of students has been a focus and has resulted in greater program differentiation and improved processes for the creation, implementation and evaluation of IEPs, PLPs and assessment for learning processes. Evidence of differentiation has been a point of emphasis during teacher program supervision. The provision of professional learning and opportunities for professional discussion relating to consistent teacher judgement has facilitated the beginning of effective and purposeful tracking of student progress against the Numeracy K–10 and Literacy K–6 continuums and the facilitation of meeting the needs of individual students.

The collaborative creation and evaluation of teaching and learning units of work against a clear criteria for programming has enabled staff to develop learning experiences that are increasingly reflective of student needs and areas for development. Teacher accountability is also increased in this way. Through investigating a variety of programming examples, strategies most relevant and efficient for different year levels were identified. Outcomes–driven programs based on student assessment data have guided more reflective and needs–based pedagogies being implemented..

Teachers have been committed to professional development through attendance at regular in–school professional development opportunities. Opportunities increasingly involved collaboration, professional discussion and the completion of group tasks. Development takes place formally and increasingly informally in the context of a whole school culture of learning. Participation has been established as an expectation and increased engagement has been the result. Teacher observation and feedback around targeted pedagogical priorities has been established and is expected to take place termly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Class programs and teaching practice to engage individual learners that are reflective of DEC requirements.	Teaching programs are inclusive of differentiation evidence. Teachers are undertaking targeted professional critiques of one another and providing feedback. Formal processes of creation, implementation and evaluation of IEPs, PLPs and student management plans are taking place. Collegial programming and assessment is an expectation.	\$10 000 (Socio–economic Background funding)
Teachers are actively engaged in professional learning.	Staff attend and increasing actively engage in, or deliver, professional learning experiences. Collegial observations and feedback processes are established. Professional discussions regarding class programs and student assessment are expected and facilitated. Active participation in professional learning opportunities is an expectation. Beginning teachers have a mentor.	\$48 459 \$23 000 (Professional Learning funding) \$8 000 (Socio–economic Background funding) \$17 459 (Beginning Teacher Support funding)

Next Steps

Creation of a class-free Pedagogy Mentor role to lead, guide and support teachers to implement quality pedagogical practices.

Provision of ongoing, planned and targeted collaborative experiences for staff to develop and improve their understandings and application of effective teaching practice.

Continue regular professional learning to enhance and sustain quality pedagogical practice.

Strategic Direction 2

Connecting learning for all students in a dynamic, integrated, holistic and current way.

Purpose

To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

Overall summary of progress

The structured, relevant, engaging and purposeful implementation of NSW Syllabuses for the Australian Curriculum is the base on which all teaching and learning experiences are founded. All staff have undertaken professional learning in syllabus documents this year and actively participated in reviewing and planning their implementation within the school. Learning has taken place in the context of whole school learning supported by stage-based planning and professional discussions. Teachers are being directed to apply all aspects of syllabus documents and understand their requirements.

Preparing to use curriculum outcomes to guide students through Numeracy K–10 and Literacy K–6 continuums has been a focus, and hence, as has the collection and analysis of curriculum outcomes-based student assessment data. The facilitation of professional discussion opportunities has enhanced the consistency of teacher judgement regarding student assessment which has made data more meaningful. Planning Literacy and Numeracy (PLAN) has been used to track student progress and data will be used as a link between syllabus documents and the Numeracy K–10 and Literacy K–6 continuums to monitor student progress and set relevant, meaningful and achievable future learning goals. Professional learning around the use of continuums will continue.

Through library programs which have been technology-based and the integration of computer technologies into classrooms student opportunities to engage with learning, each other and the world have been facilitated. A focus for 2017 will be on prioritising the inquiry skills outcomes of curriculum documents to enhance and promote '21st Century' skills to equip students to be life-long learners in our current ever-changing environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of student progression along learning continuums; English K–6 and Numeracy K–10.	Through collaboration and professional development more effective use of the continuums has been enabled as staff have acquired an improved understanding of continuum markers. Accurate base-line data has been collected.	\$6 500 \$1 500 (Professional Learning funding) \$5 000 (Socio-economic Background funding)
Staff implementing teaching and learning programs reflective of NSW Syllabuses for the Australian curriculum where assessment and evaluation drives planning and teaching..	Curriculum and differentiation have been specific points of program supervision. High expectations in terms of class program accountability have been established. Collaborative practice and professional development in the use of continuums and assessment for learning practices has taken place. L3 and Reading Recovery data are evidence of student growth when planning and teaching are based on assessment and evaluation.	\$18 000 \$11 500 (Professional Learning funding) \$6 500 (Socio-economic Background funding)

Next Steps

Develop strategies for focus on the development of NSW Syllabus for the Australian curriculum inquiry skills.

Create and implement planning matrixes to guide teaching and learning programs to ensure all curriculum outcomes are addressed.

Implement teaching and learning programs that reflect the use of curriculum outcomes to achieve progress along all learning continuums.

Strategic Direction 3

Student success as learners, leaders and responsible productive citizens.

Purpose

To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.

Overall summary of progress

The re-establishment of Positive Behaviour for Learning (PBL) processes has been an ongoing focus throughout the year. A whole school approach was taken, with a PBL team formed to manage the re-establishment and reconnect with the local PBL network. Priority areas for behaviour improvement were identified and all students and staff have been involved in using the language, and explicitly teaching expectations, associated with priority areas. All staff and students understand that behaviour expectations are high and management practices are consistent. A PBL mascot has been selected and named. The PBL team has formulated a full implementation plan for 2017.

In partnership with the reward and encouragement of positive behaviours, a whole-school system of management and modification for inappropriate behaviours was established. The system was formulated in consultation with all staff and has been refined throughout the year in response to data and feedback. Students have been taught expectations as well as management systems and through consistency, referral, restorative practice, record-keeping and regular parental contact, all school community members are well-informed and part of the process. A positive and productive school community and less student referrals to 'planning room' is the result. Processes will continue into next year.

The creation of a positive, cooperative and productive school community continues through implementation of 'Kids Matter' and the creation of a class-free 'Student Learning and Support, and Wellbeing Coordinator'. Students engage in social and emotional learning activities and all students, staff and families are supported through the learning and support team, whose capacity has increased through the creation of this new role. Families and community members are openly invited to participate in a range of in-school activities. A review of current P&C activities will be undertaken to further explore effective ways to facilitate community engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) practices and processes successfully re-established.	Elements of PBL have been re-introduced, connection with the local PBL network has taken place, leaders attended a PBL expo, and a plan for full implementation in 2017 has been made. Staff are mostly using, and students are mainly responding to language and explicit teaching.	\$7 935 \$2 500 (Professional Learning funding) \$5 435 (Socio-economic Background funding)
Consistent and effective use of school-wide behaviour management systems and structures.	Introduction of a class-free 'Student Learning and Support, and Wellbeing Coordinator' to support students, staff and families. Consistent whole school process of student behaviour management established, supported and reiterated throughout the year. Most staff are engaging positively and actively in behaviour management processes. Proactive, timely and recorded responses to positive and negative behaviours are taking place.	Total \$82 000 \$75 000 (Learning and Support Flexible Funding) \$7 000 (Professional Learning funding)

Next Steps

Continue to implement student wellbeing programs supported by 'learning and support' interventions and involvement.

Implementation of Positive Behaviour for Learning (PBL) supported by a structured system of behaviour management and modification practices.

Undertake activities and initiatives to increase community engagement and enhance authentic home/school partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>The process for completing student Personal Learning Plans (PLPs) was improved this year to include family appointments between class teachers, parents and students. The scope of the PLP was widened to include family and education background information, support services involved, areas of strength/talent, interests & hobbies, areas of concern/need, goals & aspirations as well as a survey regarding the cultural activities students and families would like to see happening at school. Teachers were able to gain a greater understanding of their students and hence develop a more comprehensive PLP. The school was able to map some directions for cultural activities. Teachers were also provided release time to develop grade-based units of study for NAIDOC Week to support the performances and cultural experiences students were participating in, and widen their understanding of Aboriginal history, culture and perspectives.</p> <p>Students identified as ATSI have been targeted via the learning and support team. Students were assessed by classroom teachers against the Literacy continuum K–6 and Numeracy continuum K–10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p> <p>The creation of a bush tucker garden was a team project that involved students across the school, community members and local government departments and agencies as well as local businesses. The invitation to community members to attend the opening and participate in the dedication and cultural activities served to engage the wider community in the school with a focus on Aboriginal education. An outdoor learning space has been created to be used not only for exploring Aboriginal perspectives but as a meeting place for learning and discussion on any number of themes and topics. It is a community-based place for learning, yarning and personal reflection.</p> <p>During NAIDOC Week all students participated in a number of performances and cultural activities over two days. Supported by teaching units delivered in classrooms and attended by community members, the week</p>	<p>\$35 000</p> <p>\$13 000 teacher release</p> <p>\$9 000 additional learning and support teacher staffing</p> <p>\$5 000 bush tucker garden, garden mural and opening</p> <p>\$5 000 NAIDOC Week performers</p> <p>\$3 000 for resource purchases 2017</p>

<p>Aboriginal background loading</p>	<p>was a celebration of Aboriginal culture and history, which again served to broaden understanding, acknowledge the Aboriginal members of our community and welcome all into the school.</p> <p>A variety of resources have been identified for purchase in 2017 to support teaching and learning of Aboriginal perspectives.</p>	<p>\$35 000</p> <p>\$13 000 teacher release</p> <p>\$9 000 additional learning and support teacher staffing</p> <p>\$5 000 bush tucker garden, garden mural and opening</p> <p>\$5 000 NAIDOC Week performers</p> <p>\$3 000 for resource purchases 2017</p>
<p>English language proficiency</p>	<p>Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs were assessed. Where students were identified as not meeting expected stage appropriate standards, as measured against the NSW Syllabus for the Australian Curriculum K–6, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension.</p> <p>Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p>	<p>\$20 444 additional learning and support teacher staffing</p>
<p>Low level adjustment for disability</p>	<p>Students identified as requiring additional learning support have been targeted via the learning and support team. Students were assessed by classroom teachers against the Literacy continuum K–6 and Numeracy continuum K–10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p> <p>Individual students have been further supported both in the classroom and playground, and during day and overnight excursions through the provision of Student Learning and Support Officer (SLSO) assistance tailored to specific identified needs. Targeted support facilitated all students being able to fully participate in all school activities.</p>	<p>\$78 280</p> <p>\$68 244 additional learning and support teacher staffing</p> <p>\$10 036 additional SLSO staffing</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>2016 & 2017 QTSS funds will be combined to fund a 'Pedagogy Mentor' position in 2017. This position holder will facilitate comprehensive and focussed support for teachers through professionally lead collaborative and mentoring practices.</p>	<p>\$49 000 carried forward for expenditure in 2017</p>
<p>Socio-economic background</p>	<p>Above entitlement teachers were employed to enhance the delivery of learning and support. As detailed above, teachers were engaged in supporting students identified as ATSI, EAL/D, having low level disability, or requiring additional learning and support provisions. As a result of this additional and individualised support, students gained both skills and confidence and continued their learning progression.</p> <p>Families requiring financial assistance for students to attend excursions and to purchase uniforms were supported. Targeted support facilitated all students being able to fully participate in all school activities with dignity and a sense of belonging.</p> <p>To enrich the L3 reading program, additional books were purchased to provide students with an available and wider-ranging library of books to learn from, enhancing their engagement and experience in learning to read.</p> <p>Achievement of school strategic directions was supported through the provision of additional teacher professional learning experiences. Much of this learning was done within the school environment through sharing of professional knowledge, observation and feedback, and collegial work practice. Teachers were also provided with relief for collaborative work opportunities and professional sharing.</p>	<p>\$51 757</p> <p>\$16 822 additional learning and support teacher staffing</p> <p>\$891 student assistance</p> <p>\$2 372 resources</p> <p>\$31 672 strategic directions</p>
<p>Support for beginning teachers</p>	<p>Beginning teachers were provided with additional relief from class as appropriate to their experience. Relief was provided to reduce the teaching load of beginning teachers as well as relief for a teacher mentor. Practice-based mentoring facilitated and modelled collaborative practice, provided advice and feedback for beginning teachers to develop their skills, and enhanced beginning teacher wellbeing. Teachers also undertook observations and participated in created collaborative work opportunities as well as attending external professional development opportunities to further enrich their learning and development experiences.</p>	<p>\$17 459 teacher relief</p>
<p>Community consultation funding</p>	<p>In consultation with the P&C it was decided to purchase an electronic sign for the school to update the school image and to communicate school events and achievements with the community. Community members are more efficiently informed and the school presents as professional and contemporary.</p>	<p>\$15 263</p> <p>\$14 606 electronic sign</p> <p>\$657 carried forward for expenditure in 2017</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	326	331	348	333
Girls	243	247	282	273

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	94.8	93.6	93.5
1	94.5	94	93.2	94.3
2	94.6	92.7	93.1	94
3	93.5	93.8	92.5	93.4
4	95.7	93	93	93.2
5	92.9	94.4	92.7	93.4
6	94.4	91.8	93.3	91.5
All Years	94.5	93.6	93.1	93.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.39
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	0
School Administration & Support Staff	7.06
Other Positions	1

*Full Time Equivalent

The school has five members of staff who identify as Aboriginal; three classroom teachers, and two school administration and support staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

There are two teachers who are in the process of gaining accreditation at the proficient stage of the Australian Professional Standards for Teachers.

There are 19 teachers who are maintaining accreditation at the proficient stage of the Australian Professional Standards for Teachers.

All staff participated in the following professional learning on staff development days (SDD), including SASS staff as appropriate:

SDD1: Mandatory child protection update; Stage-based forward planning.

SDD2: School planning and strategic directions – tying

together the school excellence framework, school plan and milestones, the annual school report and professional standards; Programming for teaching and learning; Lesson observation purposes, processes and procedures; Introduction of Term 3 social and emotional learning unit of work.

SDD3: Combined staff development day with the local management group. Topics presented and explored were 'Creating Communities', 'Innovation for Better Learning (Designing Deeper Learning in a Digital Age)' and 'Learnshift (Global Trends in Education)'.

SDD4: 2017 school plan and priorities, and stage-based forward planning; Introduction to THRASS and Seven Steps for Writing, and an update on the Improving Numeracy Outcomes project.

SDD5: Mandatory CPR; Stage-based forward planning.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	279 651.63
Revenue	5 662 661.59
(2a) Appropriation	5 465 597.70
(2b) Sale of Goods and Services	9 582.45
(2c) Grants and Contributions	180 349.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	3 341.66
(2d) Investment Income	3 790.60
Expenses	-5 556 030.59
Recurrent Expenses	-5 556 030.59
(3a) Employee Related	-5 065 643.87
(3b) Operating Expenses	-490 386.72
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	106 631.00
Balance Carried Forward	386 282.63

The school's finance team oversees financial

management and related administrative activities through regular communication and established school-wide systems and practices.

Intended use of funds available include: 2017 pedagogy mentor position, Aboriginal education resources, a whole school community event, contribution towards a shade sail over the multi-categorical unit playground, L3 reading resources, replacement of pergola and wisteria structure, updating air-conditioners, and replacing

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 917 480.05
Base Per Capita	34 770.11
Base Location	0.00
Other Base	3 882 709.94
Equity Total	338 511.58
Equity Aboriginal	34 999.44
Equity Socio economic	51 757.25
Equity Language	20 444.34
Equity Disability	231 310.54
Targeted Total	727 339.18
Other Total	204 842.09
Grand Total	5 188 172.89

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

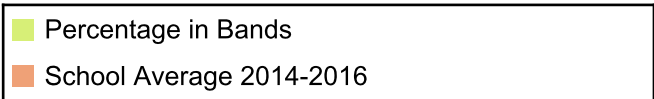
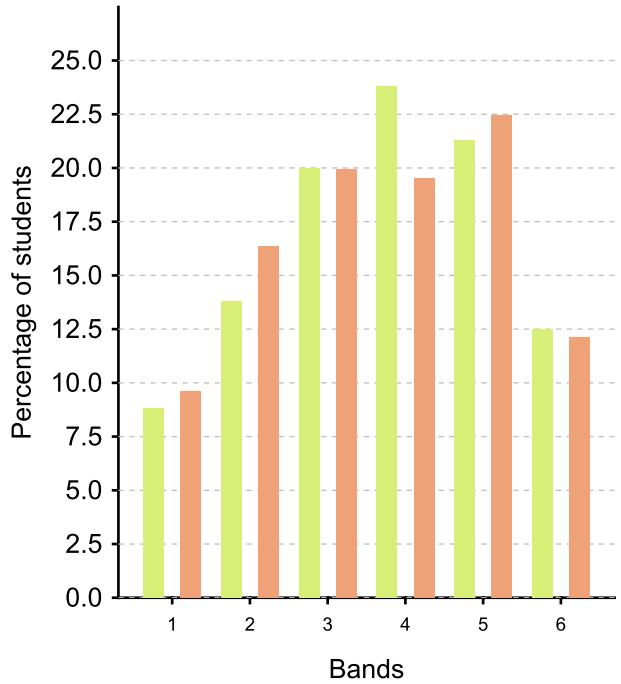
NAPLAN

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

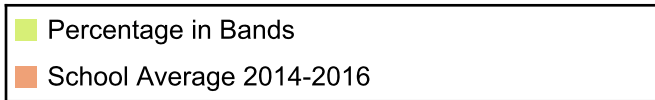
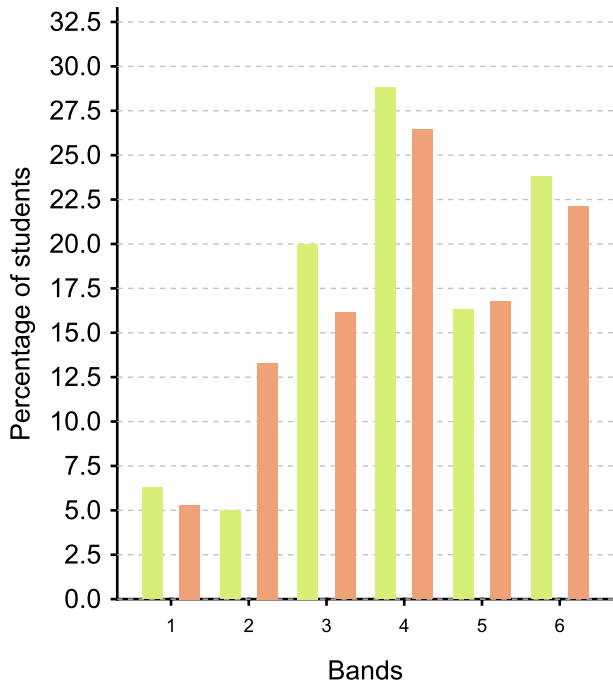
NAPLAN results indicate increasing achievement by Year 3 students in reading, grammar and punctuation, and writing over the past three years. Achievement in spelling is being maintained. Over the same period, results in Year 5 have indicated decreasing achievement in literacy. Results of Year 3 cohorts

would indicate an expected increase in Year 5 results in 2017.

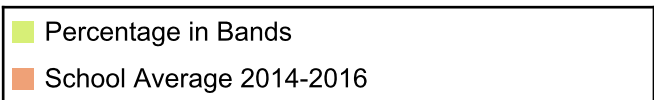
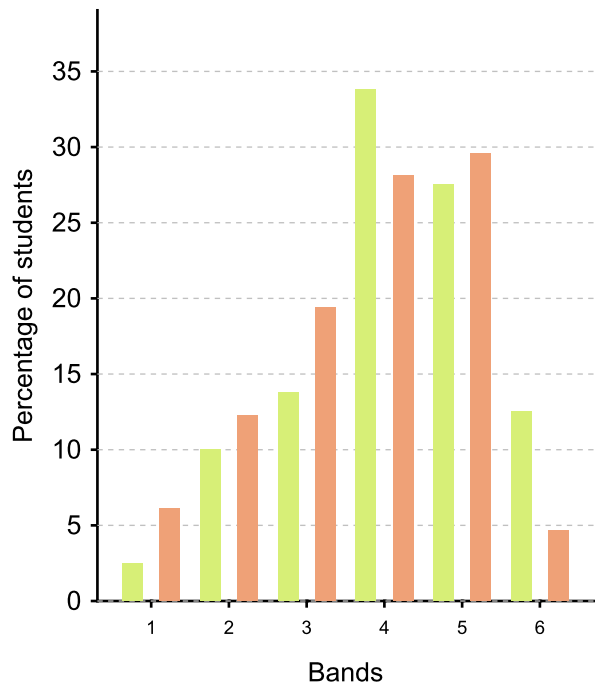
Percentage in bands:
Year 3 Spelling



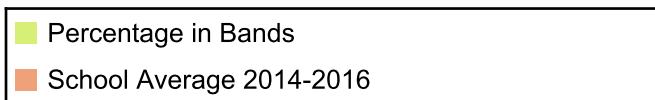
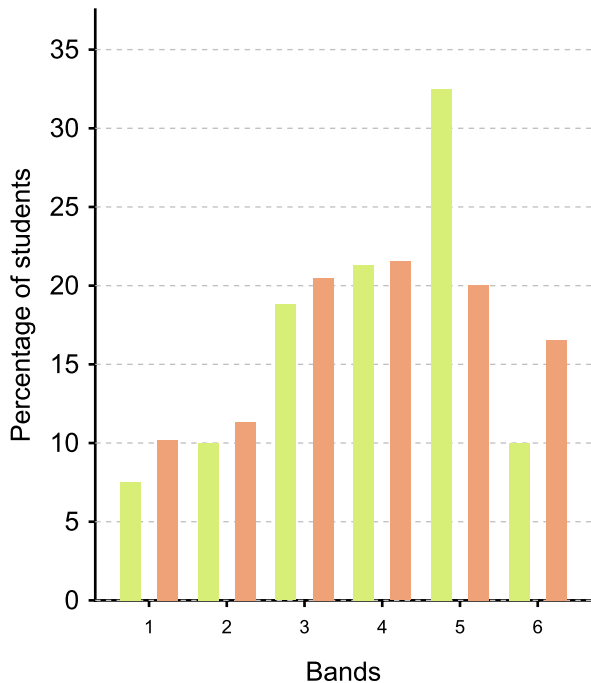
Percentage in bands:
Year 3 Grammar & Punctuation



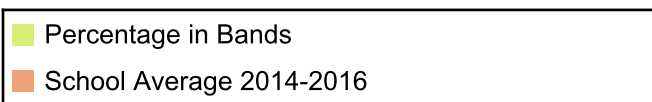
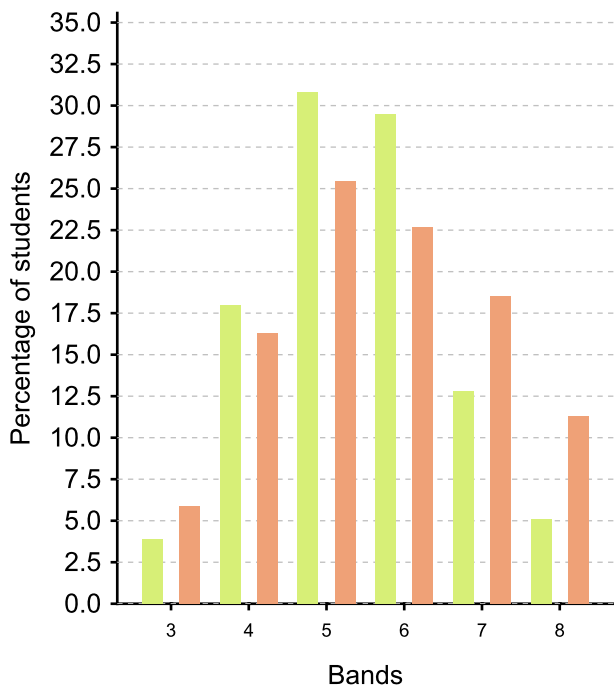
Percentage in bands:
Year 3 Writing



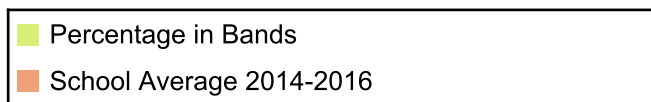
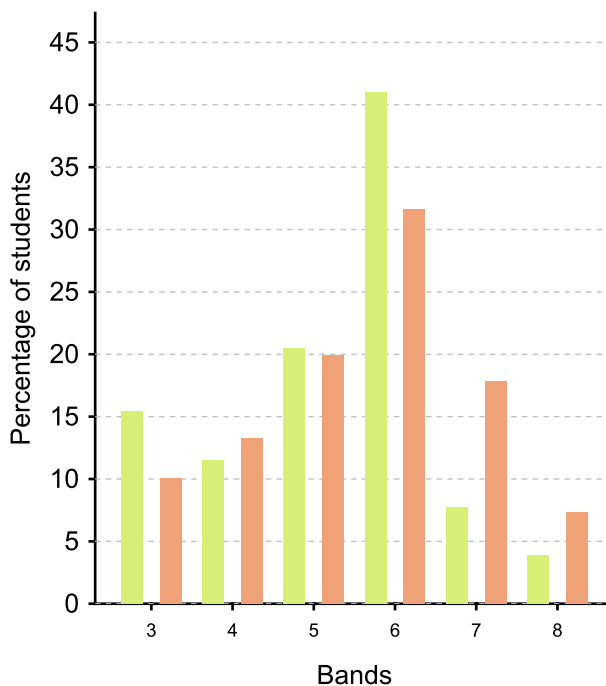
Percentage in bands:
Year 3 Reading



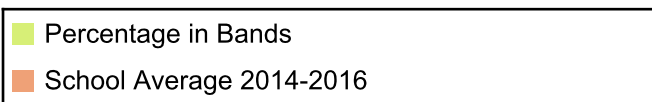
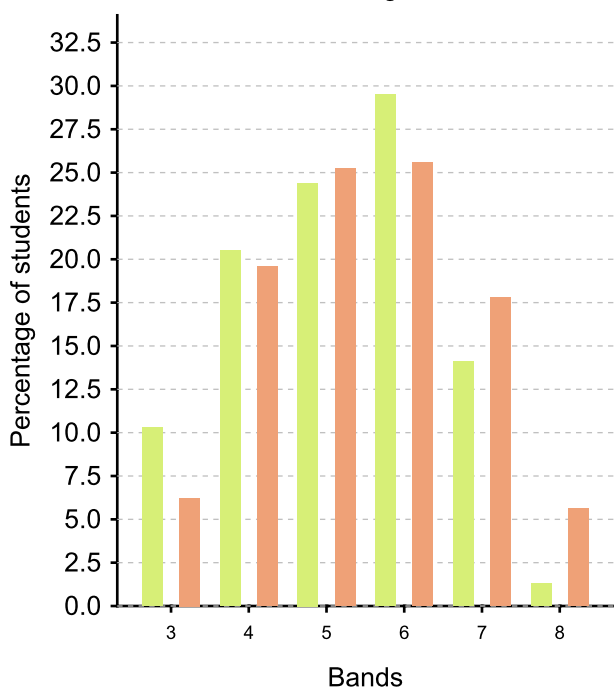
Percentage in bands:
Year 5 Grammar & Punctuation



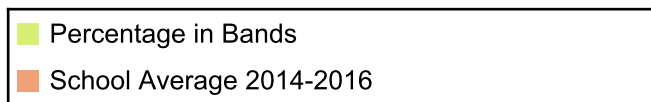
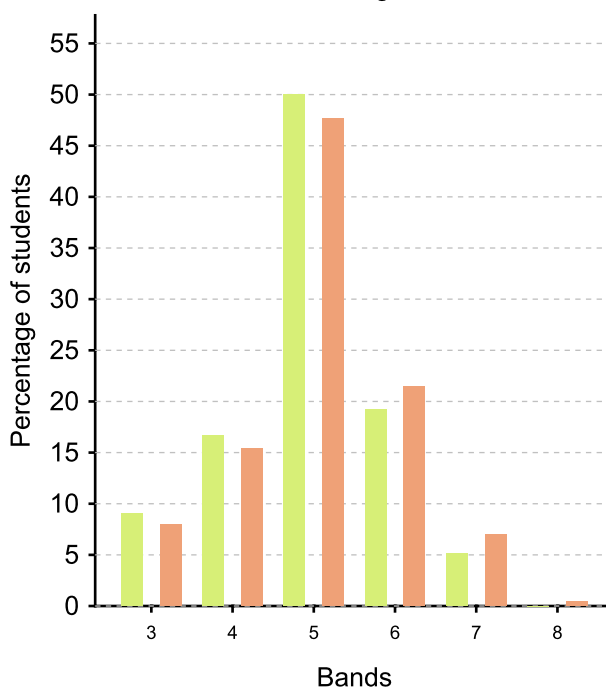
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

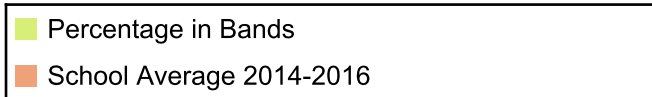
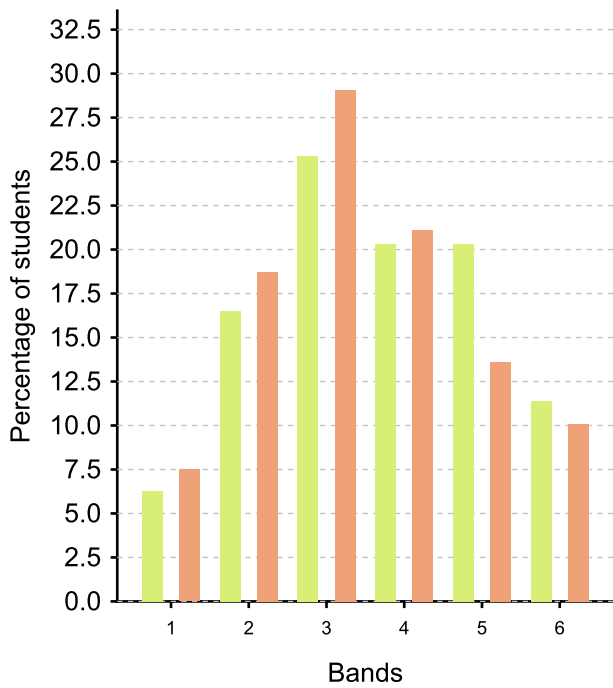


Percentage in bands:
Year 5 Writing

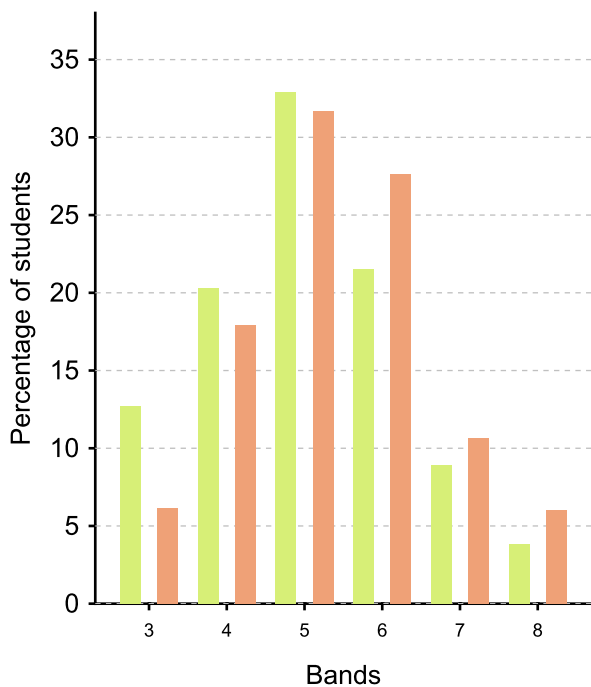


NAPLAN numeracy results indicate an increase in achievement by Year 3 students in 2016, following levels of similar achievement in 2014 and 2015. Over the same period, results in Year 5 have indicated decreasing achievement in numeracy. Results of Year 3 cohorts would indicate an expected increase in Year 5 results in 2017.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In accordance with the *Premier's Priorities: Improving education results*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of students achieving Bands 5 and 6 in Year 3 reading has increased between 2014 and 2016 from 28% to 39% to 43%.

The percentage of students achieving Bands 5 & 6 in Year 3 numeracy has increased between 2014 and 2016 from 19% to 22% to 31%.

The percentage of students achieving Bands 7 & 8 in Year 5 reading has decreased between 2014 and 2016 from 32% to 23% to 15%.

The percentage of students achieving Bands 7 & 8 in Year 5 numeracy has decreased between 2014 and 2015 from 26% to 11%, following a noticeably strong cohort in 2014. The percentage of students achieving Bands 7 & 8 in Year 5 numeracy has increased between 2015 and 2016 from 11% to 13%.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers were provided the opportunity to comment on their satisfaction in the following areas:

- The school meeting the learning needs of students;
- School management of student behaviour, both positive and negative;
- Care and concern demonstrated by staff;
- A sense of belonging felt by students;
- Overall experience;
- The school preparing students for the future.

Overall, parent/caregiver satisfaction surveys indicated agreement that the school is achieving in the above areas, particularly in the area of care and concern demonstrated by staff. Preparing students for the future is an area for future focus.

Student and teacher satisfaction surveys indicated overall agreement that the school is achieving in these areas, again particularly in the area of care and concern demonstrated by staff. School management of student behaviour, both positive and negative, was the area of least agreement by both groups.

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.

Policy requirements

Aboriginal education

East Maitland Public School received Aboriginal Background funding in 2016. Our plan included:

- The formation of an Aboriginal Education Team;
- The review of process related to the writing of Personal Learning Plans (PLPs);
- A review and an expansion of the content of PLPs including desired cultural activities;
- A whole school dedicated week of learning, cultural experiences and celebration for National Aboriginal Day of Celebration (NAIDOC);
- Targeted Learning and Support Team assistance for Aboriginal students;
- The creation of a bush tucker garden dedicated to a local deceased community member and including a large mural painted by a local artist;
- Identification of resources to implement quality teaching and learning of Aboriginal perspectives.

As a result of these plans Aboriginal Education became an acknowledged area of focus. A larger variety of teaching and learning activities related to Aboriginal culture and history were developed and presented to the students and wider community. The needs and goals of Aboriginal students were able to be individually addressed and the school was able to map plans for future cultural activities. The creation of a bush tucker garden was a team project that involved students across the school, community members and local government departments and agencies as well as local businesses. The invitation to community members to attend the opening and participate in the dedication and cultural activities served to engage the wider community in the school. An outdoor learning space has been created to be used not only for exploring Aboriginal perspectives but as a meeting place for learning and discussion on any number of themes and topics. It is a community-based place for learning, yarning and personal reflection. A variety of additional resources have been identified for purchase in 2017 to support teaching and learning of Aboriginal perspectives.

Multicultural and anti-racism education

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours. An anti-racism contact officer supports any required disciplinary and restorative measures. Teachers support students to develop an understanding of racism and discrimination through their teaching programs and actions.

Inclusive teaching and learning programs that develop intercultural understanding and promote positive relationships are implemented. Teaching practices recognise and respect the cultural backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. The school promotes a diverse, cohesive and harmonious multicultural society with mutual respect for and understanding of cultural diversity. All parents and community members are invited and welcomed into the school and opportunities are offered for them to share any specific skills or elements of culture through lunchtime student 'master classes'.

In 2016, students learning English as an additional language or dialect (EAL/D) were assisted by learning and support teachers to develop their English language and literacy skills through targeted and specific programs. All students from Years 3 – 6 participated in the annual multi-cultural public speaking competition, for which the school hosted the finals. Multi-cultural perspectives were embedded into class teaching and learning programs, and specific units of work included the study of other cultures and topics related to global citizenship. Inclusion and positive relationships form the basis of many personal development studies undertaken. As a whole school we participated in Harmony Day and celebrated NAIDOC Week.