

# Maitland Public School

## Annual Report



2016



3949

## Introduction

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

Alison Coombs

Relieving Principal

### School contact details

Maitland Public School

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### Message from the Principal

Maitland Public School is a wonderful school to be a part of. The staff are hardworking and extremely professional and the students are active learners and responsible leaders. Our PBL values of respect, responsibility and personal best are obvious as you move around the school and visible in both the classroom and playground and particularly on excursions and to visitors.

We are very proud of the strong and explicit pedagogy that occurs in every classroom and the way our students look out for each other. We are also very proud of and appreciative of our hardworking parent body who continually support us and in particular our P & C for their fundraising efforts.

The programs we offer our students are varied and engaging and we are able to cater for many different needs. Our Peer Support program is one particular program that supports our student to be leaders and it also involves Year 2 students from Nillo Infants School which assists with their transition into Year 3.

Great things do happen here. This report is a summary or snapshot of our year past and a look into where we wish to go in the future. We are very proud of our school. I acknowledge the contribution of each and every person - staff, students and community, for their contribution over the 2016 school year and look forward to continuing our partnership and collaboration through the next.

Alison Coombs

Relieving Principal

# School background

## School vision statement

We believe in educating the whole child and developing great citizens, great people. We do this by providing innovative and interesting teaching and learning programs, enhanced by quality extra-curricular opportunities, delivered within a high quality, motivating learning environment and engaging our whole community in a partnership in educating our children. We deliver a quality learning experience where we demonstrate our values of respect, responsibility and personal best.

## School context

Maitland Public School was established in 1874 as a K-10 "Superior Public School" to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a "school for all" is one that continues to this day.

In the 1950's, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2015 the school has an enrolment of 340 students with 13 mainstream classes and an IM support class for students with learning difficulties. It maintains a historical link with district structures and still maintains district support personnel in the school grounds. There is also an adult education presence through the DEC as well.

The school has a FOEI of 115, which is probably not fully representative of the socio-economic profile due to incomplete records, but attracts significant low socio-economic funding. 12% of students identify as being of Aboriginal heritage and there is a very small percentage of students for whom English is not their primary language.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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.

#### Learning

Maitland Public School displays a learning culture that addresses the learning needs of individual students and delivers a learning experience that is exciting and motivating for its students. There is demonstrated commitment from the whole school community to school improvement and a very positive and respectful school climate.

The school has as the cornerstone of all programs, decision-making and direction the well-being of its students. Student support is embedded in classroom programs and practice and the recent implementation of the Positive Behaviour for Learning (PBL) program further reinforces the commitment to support and wellbeing. Students play active roles in school leadership through peer support and student parliament but also take an active role in day-to-day school leadership in the playground and in support through classrooms.

Maitland Public School boasts quality teaching and learning programs within a wide and diverse range of curriculum opportunities. Changes have been targeted to the school timetable in 2016 to better maximise learning time. Focus on Reading (FOR) in Years 3 to 6 and Literacy, Language and Learning (L3) in Years K to 2 provide a scaffold for literacy programs that is complementary and effective across the years. Graded Mathematics classes across K-6 continued in 2016 as well as the implementation of a gifted and talented writing class within Stage Two and Three to further target individual student difference and performance and the new timetable will allow for greater opportunity for teaching across the other key learning areas. The school hosts staff from a variety of primary and high schools to look at quality programs in operation.

The school achieved value-added results in NAPLAN across Years 3 and Year 5 in 2016. Key outcome improvements since 2012 include; Year 5 reading results in Band 7 improved 30% over the past 3 years and results in Band 8 have improved by 8%; Year 5 writing results show improvements of 10% in Band 7 over the 3 year period; and Year 5 Grammar and Punctuation results in Band 7 have improved 8% and results in Band 8 improved by 10%.

Through quality literacy and mathematics programs, classrooms are filled with deep and complex conversations around concepts and learning. Students are taught and coached in being very self-aware and critical learners and classrooms are thus a very exciting place to be.

## **Teaching**

Maitland Public School boasts a very professionally-competent, motivated and collaborative teaching staff who provide high quality learning programs every day. Teachers, too, are critical and self-aware learners and constantly strive to improve and deliver better and greater opportunities for students. Through targeted funding, an assistant principal has been released from class to lead strategies in teacher development and accountabilities and well as managing and driving curriculum change and development. Teachers constantly analyse their own performance and work collaboratively through classroom visits and professional discussion to ensure that good things happen in all classrooms. The effectiveness of our teaching is best measured in a walk through the school, visiting classrooms, listening to the deep conversations and the respectful interaction and the positivity that radiates from each and every room.

Teaching staff work very collaboratively with school structures set up to support opportunities for interaction and sharing. Teachers often host other teachers in their rooms, both from within and from outside the school. Mentoring support for beginning teachers is provided but the greatest support comes from their peers across the school. Program sharing has seen literacy strategies in K-2 adopted in Year 3-6 and reading programs in Stage 2 implemented across the school.

The assistant principal, curriculum and teacher development, co-ordinates and supports each teacher's critical self-analysis of their performance and negotiates professional development plans with every teacher that meet school and individual goals. Each teacher and each Stage group analyses performance to ensure the highest quality of teaching. A school saying is "what works well in one room should work well in all" and positive strategies are shared and implemented constantly. Targets for teacher development and performance are negotiated and support put in place to ensure teachers are the school's leading learners.

Teachers within Maitland Public School are recognised as quality practitioners. They demonstrate a commitment to their craft and the school has a culture of support and collaboration amongst staff. They demonstrate an ongoing commitment to improvement of their skills and pedagogical understanding.

## **Leading**

Maitland Public School caters for a very diverse range of students and a parent body that through work and distance can find it difficult to be able to engage fully in the school. There is a level of trust that is put in the staff and leadership of the school to perform at a high level. Staff strive to meet these expectations and there is certainly a perception within the community that they are performing well. There are strong links with the community and a lot of pride in the school. There is clear evidence of collaboration with other agencies including support agencies. There is engagement with the community and people are positive about what the school offers. Staff are given the opportunity to take on leadership roles and, certainly through the structures the school operates under, staff are also at various times leaders, learners, mentors, supports and guides for learning. There is a clear strategic direction for the school and a commitment to meeting the challenges provided by facilities and the learning environment.

Maitland Public School provides an extensive range of high quality educational opportunities supported by a wide range of extra-curricula opportunities, especially through sport and the Arts. This is seen as a particular strength of the school and requires the input of all staff, and the particular leadership of a few, in managing the various timetables and priorities and opportunities for success.

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.

## Strategic Direction 1

Enhancing the quality of student learning, especially within the development of 21st Century skills and in support for all students

### Purpose

To foster the best possible opportunities for learning by developing the skills that will lead to success in the 21st Century underpinned by a base of quality programs in literacy and numeracy.

To provide the support and scaffolds students require in an ever-changing world to experience success both at school, at home and into their future.

### Overall summary of progress

The clear focus for the school in 2016 was around well-being and quality learning. Drawing on NAPLAN results, the Tell Them From Me survey, evidence collected from students of Aboriginal heritage as well as PBL evaluations. All evidence pointed towards a significant increase in awareness around behaviour as well as student support.

Achievements included:

- Continued training in the implementation of Focus on Reading (Stages 2 and 3), L3 (Stage 1 and Kinder) and PBL (across the school);
- The continued implementation of the PBL program Universal Tier 1 across the school;
- Targeted professional support for staff on an individual and Stage basis, including involvement in peer support and review processes and examination of best practice in literacy and numeracy; and
- Continued development of support structures for students focused around peer support and student leadership opportunities.

Areas for continued development included:

- The training of staff and the implementation of the 8 Ways Of Learning strategies (to be imbedded in learning programs) to support Aboriginal students and enhance student achievement across the grades; and
- Continued focus on the development of new skills and understandings around 21st Century learning skills, in particular differentiation and collaborative learning skills and structures.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Whole school Year 3 and Year 5 NAPLAN results in literacy and numeracy at or above state average.	<b>Year 3:</b> <ul style="list-style-type: none"><li>• Writing Band 5</li><li>• Spelling Band 4 &amp; 5</li><li>• Grammar Band 5</li></ul> <b>Year 5:</b> <ul style="list-style-type: none"><li>• Number Band 7</li><li>• Reading Band 7</li><li>• Grammar &amp; Punctuation Band 7</li></ul>	\$9000
• Teaching programs and practices demonstrate an understanding of the pedagogical practices required by 21st Century learners.	<ul style="list-style-type: none"><li>• Explicit pedagogy.</li><li>• The use of Laptops and Ipads in classrooms.</li><li>• STEM challenges.</li><li>• Differentiated classroom programs.</li></ul>	\$91000
• Implementation of PBL program across school.	<ul style="list-style-type: none"><li>• Professional Learning of staff.</li><li>• Purchase of resources and updating school logo.</li><li>• Focus on unstructured areas.</li><li>• Implementation into classrooms for 2017.</li></ul>	\$7000
• Attendance of Aboriginal students at an average 94% and NAPLAN results at one band higher than 2014 levels.	<ul style="list-style-type: none"><li>• Attendance being monitored by classroom teachers.</li><li>• Only one ATSI student participated in NAPLAN 2016, and their expected growth was 58.3 and their actual growth was 81.</li></ul>	\$2000

## Next Steps

- Training of staff and implementation of 8 Ways of Learning to be undertaken in Semester 1, 2017 after establishment of Aboriginal mentor position and provision of resources;
- Continued provision of training for FoR and L3;
- Continued funding of assistant principal, curriculum and accreditation support to continue development of structures to support staff and enhance curriculum delivery; and
- Full implementation of the PBL program across the school.

## Strategic Direction 2

Developing quality teachers and leaders, building capacity and pedagogical excellence

### Purpose

To develop the professional capacities of staff through professional learning and collaborative practices, aligned to the Australian Professional Standards for Teachers, to provide high-quality teaching and increased student engagement.

To provide opportunities for teachers to enhance their leadership potential and growth as contributors within a collegial culture of high expectations.

### Overall summary of progress

There have been significant and very pleasing results within this strategic direction with the continued establishment of an Assistant Principal, Curriculum and Accreditation position off-class meaning that the coordination of support and training structures for all staff could be more strategic, better negotiated and planned and capable of attaining much better results.

The school features a very professionally-capable staff that works within a structure of support for each other and that is constantly evaluating the effectiveness of their pedagogy and practice. Mentoring of beginning teachers is a feature with an off-shoot being the school providing the structure for support of teachers requiring accreditation across several schools and not just our own.

The embedding of collaborative practices such as classroom visits and evaluations has seen an increase in awareness of programs in other classrooms and also an increase in professional dialogue around capabilities and pedagogical development.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff demonstrate quantitative and qualitative evidence of professional growth against the Australian Professional Standards for Teachers.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning aligned to staff goals reflected in PDP's.</li><li>• Two teachers gained proficiency accreditation.</li></ul>	\$5000
<ul style="list-style-type: none"><li>• Full implementation of Professional Development Plans for all staff and staff keeping a professional journal to maintain accreditation.</li></ul>	<ul style="list-style-type: none"><li>• Continuation of professional journal including lesson observations, program meetings and professional and personal goals.</li></ul>	\$3000
<ul style="list-style-type: none"><li>• Increased involvement by staff in all Stages in relieving in higher duties positions, participation in leadership training and further education and leading professional learning across our school and in others.</li></ul>	<ul style="list-style-type: none"><li>• Stage 2 CRT relieved as Stage 2 AP for Semester 2.</li><li>• CRT became coordinator of PBL.</li><li>• CRT led PL around ICT, SEF and Writing.</li><li>• Whole staff participated in LMG learning day.</li></ul>	\$3500

### Next Steps

The continuation of the established position brought immediate and very tangible benefits including greater teacher satisfaction, a more targeted and closely supervised training and development program and real and embedded changes to class programs and teaching strategies. In 2017, we will:

- Continue the funding and support of the Assistant Principal, Curriculum and Accreditation position;
- Extend our professional development structures to include non-teaching staff with the same support;
- Continue to provide, where possible and appropriate, relieving opportunities in higher duties; and
- Formalise mentoring support for beginning teachers in 2016 with two new positions becoming active.

### Strategic Direction 3

Fostering positive and effective networks and partnerships and strengthening ties with our community

#### Purpose

To improve student engagement and opportunity within a positive and supportive school environment, drawing on the skills and knowledge of the entire community.

To provide the best scaffold for school success, fostering new and strengthened relationships to drive school improvement.

#### Overall summary of progress

Engagement with the community is a great challenge at Maitland Public given that students travel to attend from as far away as Wallsend, Branxton and Cessnock and our school community is very widespread with limited opportunities to engage. Maitland Public is often described as a “town school” with business owners and workers choosing to send their children to the closest school. This also makes it a school of difference, with a very diverse student body and with circumstances unique amongst local schools. Evaluation of this strategic direction comes from the Tell Them From Me survey, formal and informal discussions with parents and also support from the P&C.

Overall, there has been some very significant progress made including:

- Changes to P&C structures and meeting times to enable the involvement and attendance of more parents at meetings;
- The development and implementation of a communication plan which has involved the development of an additional complementary emblem and banner statements to identify the school in the community;
- The engagement of the community in their continued support of the PBL program throughout the school; and
- The establishment of new contacts and supports with outside agencies through hosting support forums at the school to showcase available community support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• A structured communication plan is developed and implemented leading to greater community awareness of school achievement and activities as evidenced by media reports and community involvement.	• Skoolbag App. • MPS Facebook page. • Reimaging of school logo and signage. • School leaders promoting activities at assembly and parliament. • Community including feeder infant school involvement in Book Week and Peer Support.	\$5000
• Parent participation in P&C, school-led and provided workshops or training and community forums is more than 10% of families through the year.	• P&C membership has tripled. • P&C sponsored Inter-relate evening session. • 15% of families participated in the Tell Them From Me Survey.	N/A

#### Next Steps

In 2017, we will aim to:

- Continue to embed new and current communication strategies in our day-to-day school management, making much greater use of the school website for two-way communication through payments, note submission and calendar reminders and returns;
- Finalise the adoption of the new logo and banner statements to feature in programs such as PBL and band in order to establish a more modern image for the school;
- Provide greater opportunities for adult education, especially around strengthening parenting skills and information forums focusing on family support; and
- Establish links with local cultural groups, specifically for students of Aboriginal heritage, in providing mentoring support for students and new programs in connecting to culture.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Speech assessment for all ATSI students.</li> <li>• Staff development – Goals in PDPs</li> <li>• Planning – Aboriginal sensory garden and outdoor classroom (Collaboration with P&amp;C).</li> <li>• Mentoring – Planning mentoring sessions with Aboriginal teacher for 2017.</li> <li>• Individual in class support by SLSO.</li> </ul>	\$12500
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Language support program through LaST/language support</li> <li>• Referral to speech support where required</li> <li>• Working with outside agencies and individual students.</li> </ul>	\$1800
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Supplementation of staffing allocation to provide Assistant Principal, Curriculum and Accreditation position to develop, co-ordinate and drive staff in pedagogical development across K-6.</li> <li>• Staff training in community building and inclusivity.</li> <li>• Purchase of iPad Apps to supplement technology, allowing students to access learning opportunities in-class wirelessly.</li> <li>• Providing Sport In Schools program for students in K-2.</li> <li>• Providing student assistance so student could attend excursions.</li> <li>• Purchase of interactive TVs within selected classrooms enabling access. by all students to Smartboard technology.</li> </ul>	\$51000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	150	178	176	175
Girls	153	160	159	181

Student enrolments continue to grow. Throughout much of 2016 a waiting list for non-local enquiries has been required and the expectation is that this will continue into 2017. Our graduating class was offset with the number of Kindergarten enrolments. We reached our expected enrolment of 380 supplemented by students coming from Nillo Infants School into Stage 2. We started the year with 13 mainstream classes and we were able to employ an additional teacher to support student learning K-6 during Semester 2 as our enrolments grew.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	94.1	94.6	94.3
1	93.3	92.7	92.1	91.8
2	91.7	93.2	93.9	91
3	92.8	94.2	92.8	92.9
4	96	94.1	93.3	90.9
5	94.3	95	92.2	94
6	94.8	93.6	94.9	93.4
All Years	93.9	93.8	93.3	92.6
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

Attendance was just over our 2016 target of 92.20%. We continued to have a few students on the Home School Liaison Officer's caseload and their attendance was regularly monitored. Attendance was still above the

State average.

### Class sizes

Class	Total
KR	21
KC	21
1/2C	24
1/2P	24
1/2K	24
1/2H	25
3/4H	28
3/4T	31
3/4S	27
4/5E	29
5/6H	27
5/6D	30
5/6L	29

### Structure of classes

13 classes were formed in 2016 returning to stage-based classes. This enabled flexibility in student placement and offered staff support and collaboration in providing quality programs.

### Workforce information

#### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.23
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration & Support Staff	3.92
Other Positions	3.8

One of our Stage 1 teachers identifies as Aboriginal.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

## Professional learning and teacher accreditation

In 2016, Stage 3 Assistant Principal Alison Coombs continued her role of Assistant Principal, Curriculum and Accreditation (APCA) utilising staffing allocation and RAM funding. We continue to implement highly effective staff and professional learning structures. The following highlights occurred:

Beginning teachers in their second year of support funding continued with their allocation. 2 teachers requiring Proficient Accreditation were supported in gathering evidence, annotating and documenting and fulfilling the requirements of their accreditation. These staff attended meetings and were supported with their submission and have now achieved Proficient Accreditation. .

Professional learning opportunities were designed and timetabled after an analysis of PDP's and targeted at teachers goals. The training and implementation around FoR and L3 continued and was supplemented by additional training in trauma, pedagogical improvement in writing, differentiation, innovative curriculum delivery, school report writing, School Excellence Framework Analysis, PBL, mandatory training, Aboriginal Education, staff showcases and staff-led sessions.

Professional Development Plans were completed for all staff. Mentoring relationships continued and Stage based planning was a priority. Readers Notebook has been implemented across 7 classes in Stages 2 and 3. Staff were given the opportunity to highlight great programs occurring in their rooms. and visit classes to observe best practice and to assist others in their own self-evaluation. Professional dialogue continued and Professional Learning sessions were collaborative. Staff were engaged and contributed to their own goals and professional development.

Our PBL program was further developed and embedded into our classrooms with universal language and goals across the whole school. Items were purchased to acknowledge levels of achievement by individual students. We held our inaugural PBL presentation assembly with a trophy and monetary award donated by a family from Maitland Public School. Ongoing adjustments to the school PBL program continued.

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

Income	\$
Balance brought forward	270 472.00
Global funds	288 879.00
Tied funds	292 363.00
School & community sources	171 961.00
Interest	5 991.00
Trust receipts	17 481.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	76 855.00
Excursions	10 928.00
Extracurricular dissections	57 332.00
Library	89 014.00
Training & development	10 393.00
Tied funds	211 568.00
Short term relief	93 080.00
Administration & office	71 430.00
School-operated canteen	0.00
Utilities	69 176.00
Maintenance	20 998.00
Trust accounts	17 346.00
Capital programs	27 364.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

## School performance

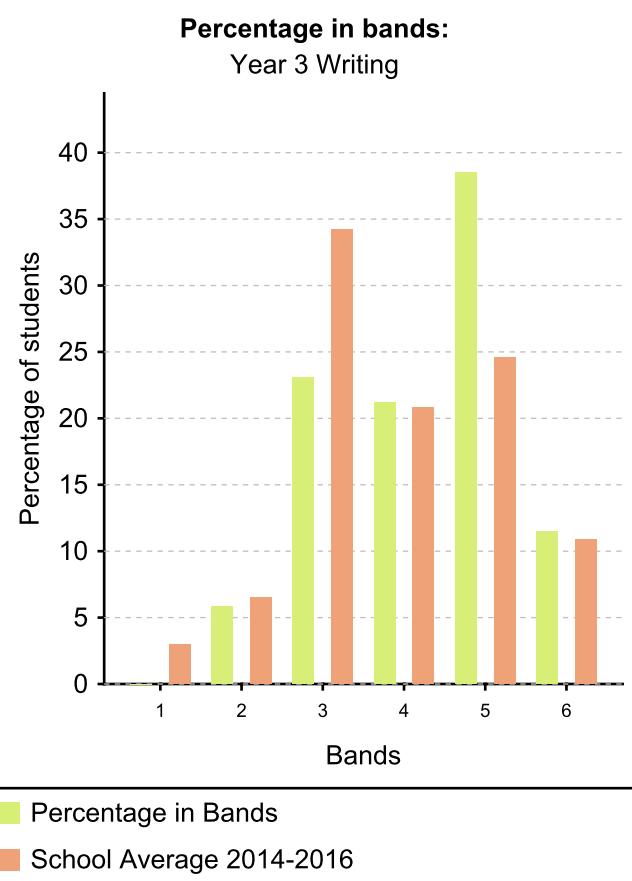
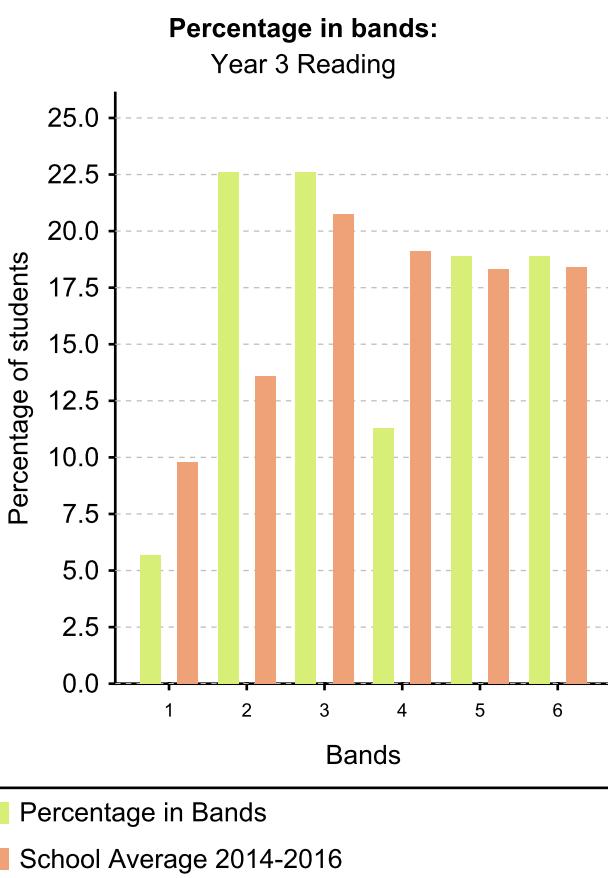
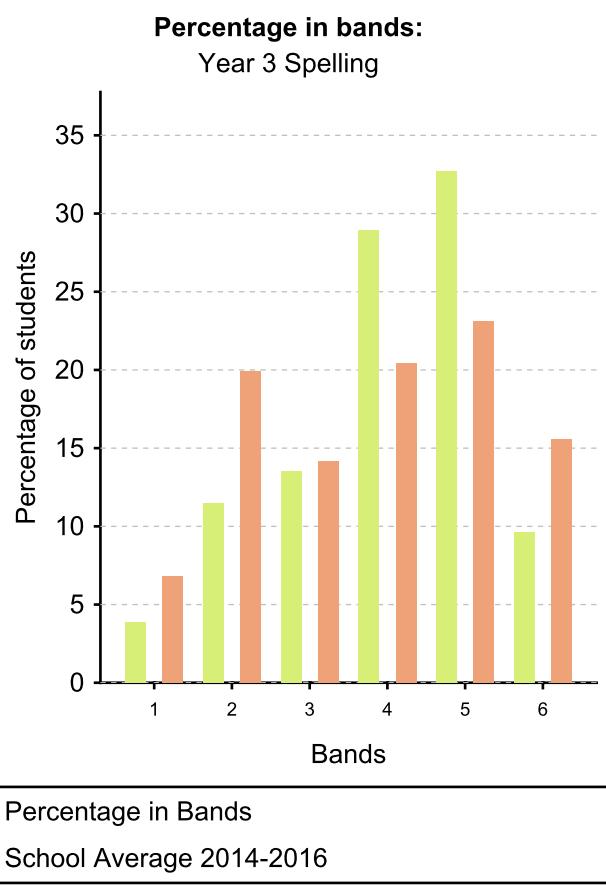
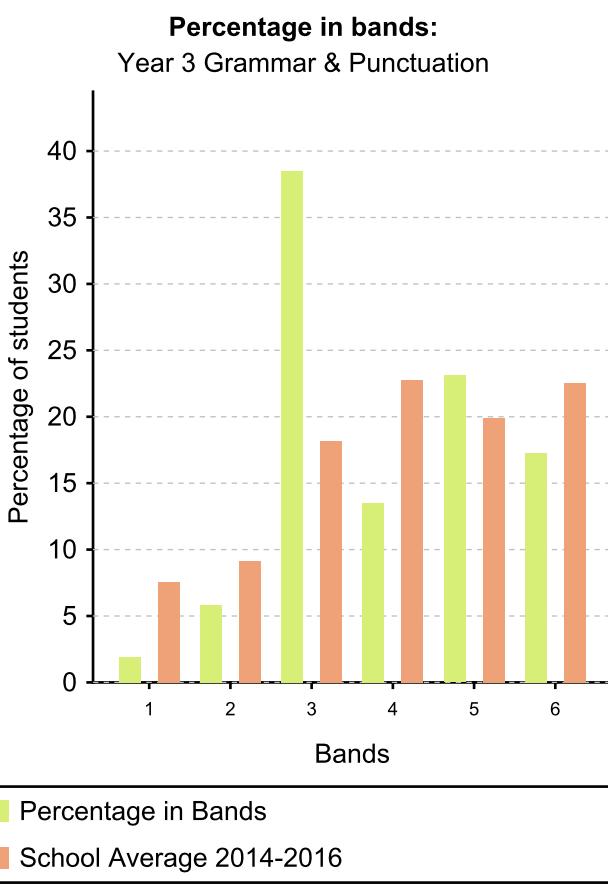
Year 3 data ranges from Band 1 (lowest achievement) to Band 6 (highest for Year 3) with the exception of writing, where there were no students in Band 1.

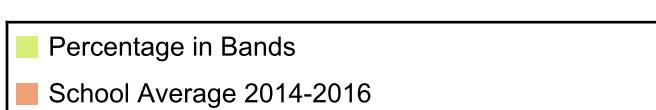
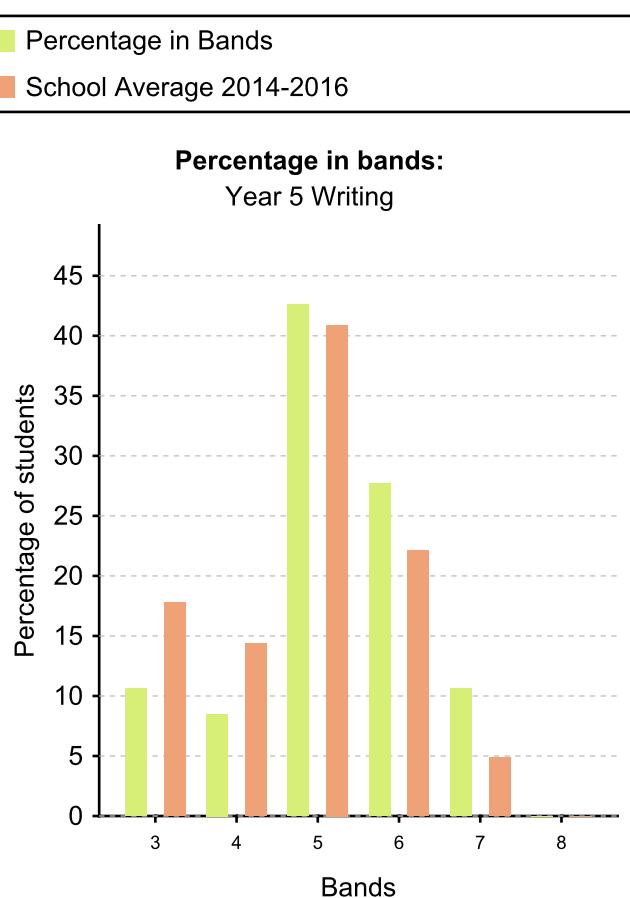
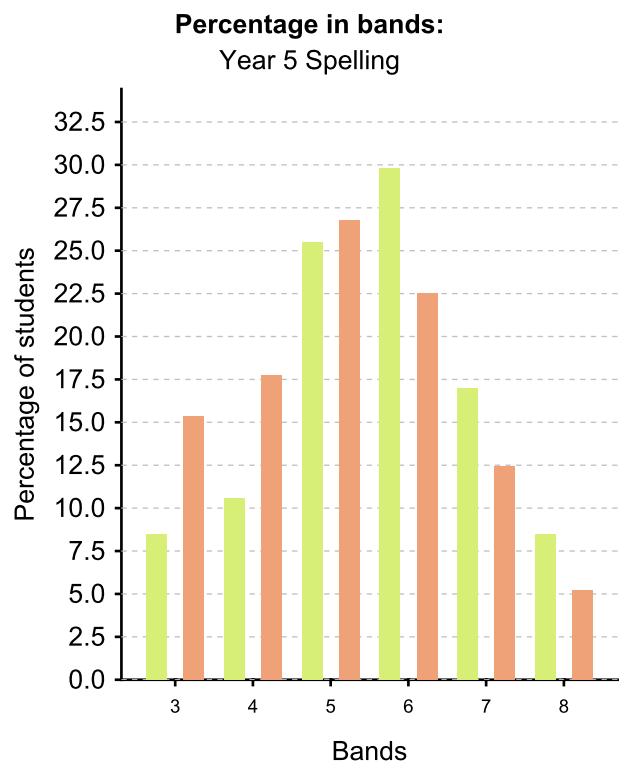
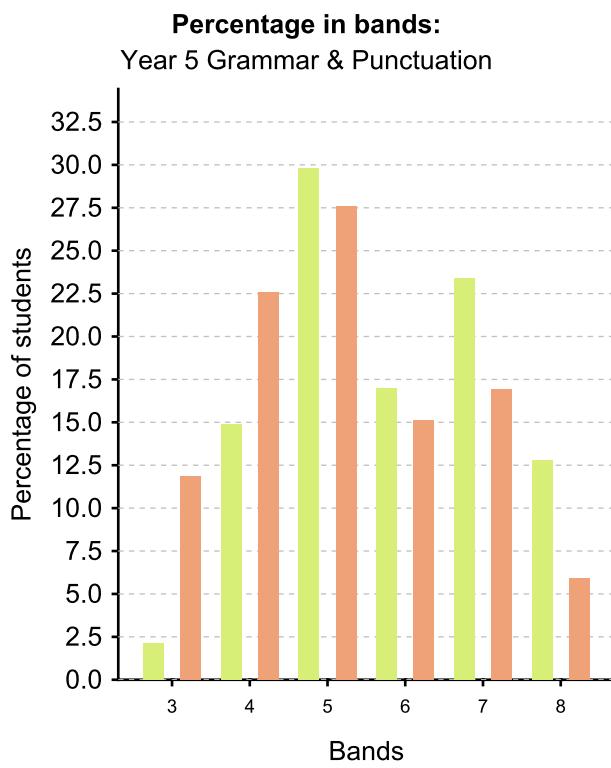
Year 5 data ranges from Band 3 (lowest) to Band 8 (highest for Year 5) with the exception of writing, where there were no students in Band 8.

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

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

### Financial information



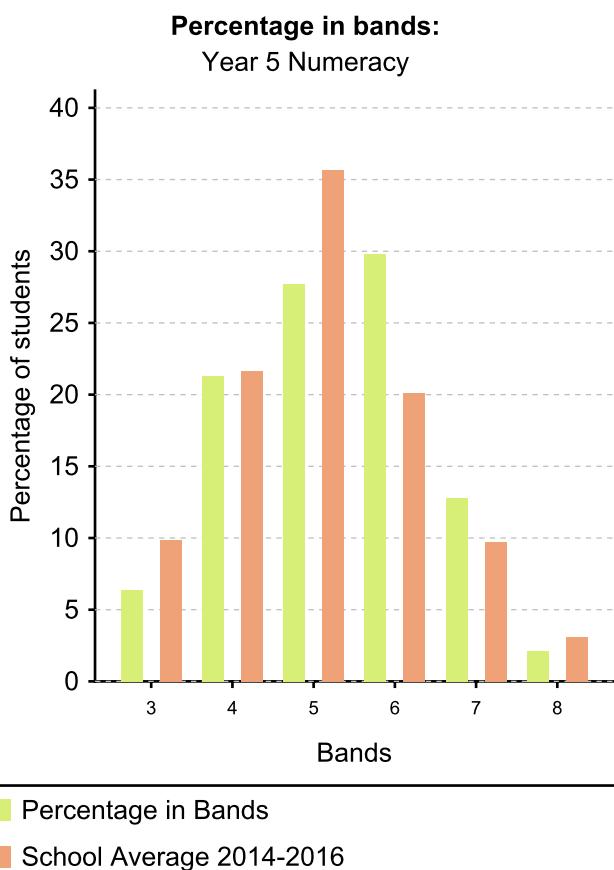
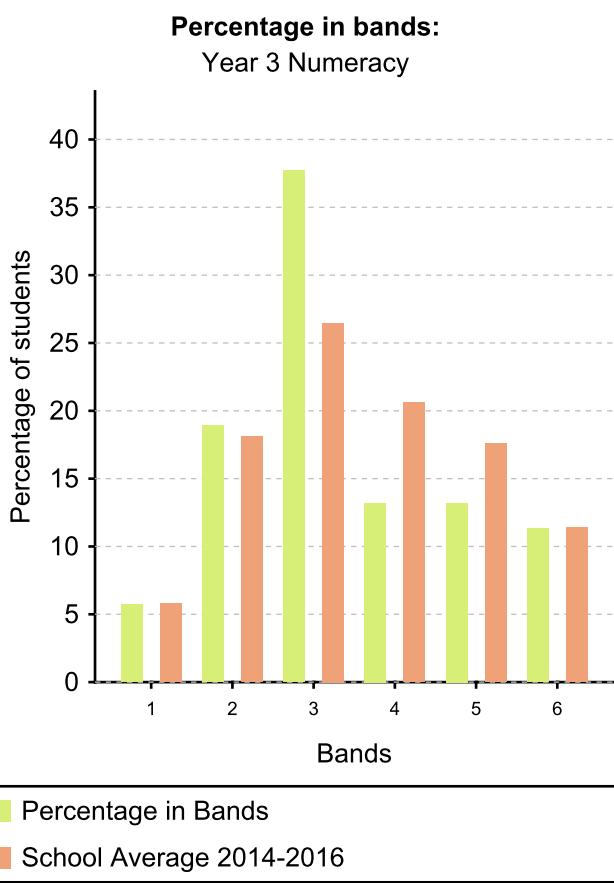


Year 5 NAPLAN Reading results in Band 7 have improved 30% over the past 3 years and results in Band 8 have improved 8%.

Year 5 NAPLAN Writing results show that we went from 0% in Band 7 to 10% over a 3 year period.

Year 5 NAPLAN Grammar and Punctuation results in

Band 7 have improved 8% over the past 3 years and results in Band 8 have improved 10%.



Numeracy results have not reflected the same improvements as our Literacy results.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated in the "Tell Them from Me" survey, recorded anecdotal information from parents, students and teachers along with reports at P & C meetings and staff meetings.

Their responses are presented below.

Our students are above the NSW Government norm for:

- effort to succeed in their learning;
- positive relationships and behaviours;
- effective learning time and relevance to everyday life.

They are also valued rigor, a positive learning climate and expectations for success.

One of the most interesting results was that the NSW Government norm for bullying is 36% and our students rated 30%. We exceeded the NSW Government norm for positive teacher relationships for both boys and girls.

An area of growth for our students is a more positive attitude towards homework and completing it in a timely manner. Another area is getting boys involved in extra-curricula and sporting activities.

Information received from parents was that they were happy with the reports on their child's progress and they were well informed regarding their child's behaviour. 69% of parents surveyed are involved in school activities including canteen, sport, classroom help and committee members.

Parents feel teachers take an interest in their child's learning and that they are encouraged to do their best work.

The P & C reported they appreciated the continued support staff gave them when fundraising and the involvement and enthusiasm of the students, parents and teachers towards their fundraising was fully appreciated. The relationship between the P & C and staff is particularly strong with many teachers attending P & C meetings throughout the year.

## Policy requirements

### Aboriginal education

44 students identified as Aboriginal and all students had individual Personalised Learning Plans developed by the class teacher in consultation with parents. These were evident in teacher programs and used to ensure differentiation and scaffolded learning for our Aboriginal students.

A Stage 1 teacher identifies as being Aboriginal.

The Acknowledgement of Country is given at each school function, meeting and assembly, to raise awareness and show respect. The Acknowledgement is delivered by one of our Aboriginal students as part of their leadership development and they carry out the duty with pride. The Aboriginal flag is also raised daily.

Combining tied grants and P & C fundraising we are building the Aboriginal learning circle and bush tucker resource. It will have a learning circle, bush tucker plants and be available for the entire school to use during class and play times.

### Multicultural and anti-racism education

Two permanent classroom teachers trained as Anti-Racism Contact Officers and spent time ensuring our school had the correct policies and procedures in place.

We held our annual Harmony Day assembly and learnt about the messages reflected on this day and promoted multiculturalism also raised money for our World Vision sponsor girl, Gifty.

During our weeklong celebrations of Book Week, many multicultural stories were read and discussed K-6.

All teacher's programs reflected multicultural references and learning across all KLAs.

### Other school programs

#### Beginning Teachers

During 2016 Miss Jillian Perkins, Miss Michelle Hyde and Miss Kate Harris continued their beginning teacher funding and were supported by their Assistant Principals. Miss Hyde and Miss Harris are on Maintenance of Teacher Proficiency and Miss Perkins is working towards Proficient Accreditation.

Assistant Principal – Curriculum and Accreditation

The areas of responsibility were:

- Supporting staff writing Professional Development Plans aligned with school and personal goals;
- Aligning Professional Learning to PDPs, leading and resourcing the professional learning for 2016;
- Supporting staff to use a Professional Journal to assist with accreditation and achieving professional and personal goals;
- Providing support to enable peer observations and collegial sharing.
- Building on established ties with our P & C and wider community, and work with them to support our school with fundraising events.

This role was successful in 2016 and will be shared among Assistant Principals for 2017 as Alison Coombs will be Relieving Principal for the majority of 2017.

#### Student Leadership

Our students were offered many opportunities to be

involved in leadership activities throughout the year. They could choose to take part in one or all of them. These included:

Parliament - being a Minister or part of a portfolio, discussing ideas and being instrumental in change. These meetings were held monthly.

Peer Support - our school prides itself in this program and 60 Stage 3 students were trained over 2 days as leaders and delivered activities for a term with as many as 12 students in their group. Another local school was also involved (18 students).

Sport Captains and Vice-Captains - 16 students were elected and responsible for assisting with the running of carnivals, issuing sports equipment at playtimes, maintaining the sport shed and promoting sportsmanship in our school.

Assemblies - students ran our weekly assemblies and were responsible for organising the agenda, furniture and mandatory requirements. This program was particularly successful in the K-2 assembly where Year 2 students were the leaders.

Stage 3 students ran a very successful Spring Fair, discos and a mufti day raising nearly \$5000 towards a large awning to be built over our water cooler in 2017.

#### Cultural Opportunities

Our students were offered the following cultural opportunities which were very well supported both in the number of participants and the level of community appreciation:

Band - Junior, Intermediate and Senior bands with over 40 students involved. We also had a saxophone quartet. They performed at Community events, eisteddfods and toured the Nelson Bay area in November.

Dance - our dance troupe was showcased at the Hunter Dance Festival.

Vocal Group - our group of 25 students performed regularly at school and community events including a nursing home and Probus Club.

StarStruck - our GymMaits group of 16 students represented our school at StarStruck in June and also performed at school assemblies.

Debating - we had 2 teams operating, one in Year 5 and one in Year 6. One of the teams made it through the Zone finals.

Public Speaking - our whole school highly regarded this program and during Term 2 all students presented speeches. Four students from each stage represented our school at Zone level and we had 5 students selected into the Zone final.

'Aladdin The Musical' - students, parents and teachers travelled to Sydney to see a live performance.

## Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. Our school-wide core values are Respect, Responsibility and Personal Best represented with an owl mascot.

Our PBL co-ordinator and internal coach participated in VC professional learning sessions throughout the year, as well as attending PBL Hub meetings with other local schools to upskill and present to the PBL team and staff. These forms of professional learning will continue in 2017.

In 2016, all staff were provided with professional learning and support to assist with the initial implementation of PBL in all unstructured areas and reward systems. All staff and community were exposed to the universal language of expectations within these areas that are built around our core values of respect, responsibility and personal best.

The continued development of our school-wide matrix of structured areas were finalised and presented to staff and the community by the PBL team within 2016, and will be implemented in 2017.

The PBL team also collated data from SAS surveys and Sentral data, to ensure that these school-wide systems were consistent throughout and to identify our weekly focus areas.

In 2017, the PBL team and executives will review our Well-Being and Welfare policies to restructure and embed PBL within these policies. This includes the restructure of the schools' merit and commendation systems.

## Sport

Students at Maitland Public School participated in a variety of sporting activities as we try to provide as many sporting opportunities as possible. As educators, we want parents to know that sport provides many benefits to students in learning new skills, improving confidence and self esteem, working cooperatively in a team as well as the obvious health and fitness benefits. This also helps learning in the classroom.

2016 Highlights and Achievements include:

Bowen Small representing the Hunter Primary School Sports Association at the State Golf Championships and going on and representing NSW at the National Championships in Adelaide.

Participation in the Primary Schools Sports Association carnivals and gala days in various sports.

Successful school carnivals in swimming, athletics and cross country were conducted for all primary students.

This year a Water Fun Run in conjunction with our Cross Country was held within the school grounds and was a huge success. 17 swimmers represented at zone level and 1 represented at the regional carnival. In athletics, 42 athletes represented at zone level and 2 students competed at the regional carnival. In cross country 32 students represented our school at the zone carnival.

Our rugby league team performed well in the Maitland Pickers Knockout under the guidance of Mr Ott. The AFL team played well in the Tony Lockett Shield and students enjoyed attending the touch football gala day.

Stage 1 students participated in the Intensive Swimming Program. Stage 2 and 3 participated in the Learn to Swim Program at Maitland Aquatic Centre which was conducted over 10 weeks in Term 4. Both these programs continue to be very worthwhile programs that provide students with solid foundation skills in swimming, survival and basic rescue skills around water.

1 teacher was selected to be a manager and 1 teacher as a coach of Hunter Region teams.

We are proud of our sporting achievements and the access to sporting choice and variety that our students have at Maitland Public School.

## Boys and Girls Big Day Out

2016 saw a Stage 3 initiative implemented in Term 4. Girls and boys participated in a whole day of activities (on separate days) involving local businesses and community members targeted specifically at boys and girls learning styles and interests. The feedback from all stakeholders was outstanding and this program will continue in 2017.