

Speers Point Public School Annual Report



2016



3968

Introduction

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

Chris Payne

Principal

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Message from the Principal

Speers Point Public School continues its tradition of being a very inclusive, friendly and conducive learning environment. 2016 was a fun and adventurous year that brought about exciting changes to our school, especially within the classroom.

Fleming's model of Explicit Instruction was first implemented into the school as a whole school pedagogy to support literacy and numeracy in the beginning phase. Staff have begun to experience "warm-ups" in the classroom which allows students to create fluency with their learning, and move knowledge and skills from the short term to long term memory. Students have engaged with this different learning style which will be built upon in future years.

Our school library was identified by Dymocks Children's Charities as a library needing a boost and we began a dollar for dollar fundraising campaign to rejuvenate our school library. In partnership with Dymocks we successfully raised \$19,000 worth of new books for our school library which was celebrated at our school's Book Week parade. The success of our campaign has also given Dymock's Children's Charities a new model to work through from our "crowd funding" technique.

Our school developed deeper relationship with our neighbouring schools as we launched the Lake Macquarie Area Collegiate (LMAC). In partnership with Lake Macquarie High School and feeder primary schools, LMAC has built greater relationships and partnerships between the schools. This has included more staff professional learning between schools and greater collegial support. LMAC began a new High School transition program which saw our Year 5 and 6 students attending for 15 days at the High School in Term 4.

Our school has continued a number of great programs over the year, such as Positive Behaviour for Learning, which have yielded positive growth for our students, our staff and our community. 2016 was a year of growth in existing successful programs, and transition into new directions around Explicit Instruction and the Lake Macquarie Area Collegiate. We are proud of the growth of all of our students across the school and celebrate every success that they have achieved.

School background

School vision statement

Working together in close partnerships, Speers Point Public School's community and staff have the responsibility and privilege to provide every opportunity for our students to engage in an inclusive and innovative education that will produce safe, respectful and responsible achievers.

Quality Teaching & Learning

This is recognised through: providing innovative, inclusive and connected teaching and learning experiences which enable every student to reach their curriculum goals. Teaching is well-resourced, of the highest quality and differentiated to suit the individual learning needs of every student, with the expectation of creating life-long learners.

Environment

This is recognised through: providing a friendly, family-orientated, inclusive learning environment. Students are encouraged to engage deeply with quality programs, their peers, staff and community in order to create a positive and nurturing learning environment.

Passion

This is recognised through: the dedication and passion of the community and staff in continually striving to inspire all students to achieve academically, socially, creatively, and individually. As a whole school community we want to see our students happy, safe and growing stronger and smarter every day.

Pride

This is recognised through: encouraging students to take pride in their appearance, being punctual to class, demonstrating respect towards themselves and others, and always being proud to have the privilege of representing the school in all aspects of academic, sporting and social arenas, from their first day and into the years ahead.

School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school.

With an average FOEI of 130 the community is supportive, but predominately comprised of hard-working dual income or separated families. This results in interested parents and carers who manage involvement around work, family and care commitments.

In 2012, Speers Point was reclassified from a P4 to a P5 teaching principal role given the decreasing enrolments expected in an aging demographic and increasing rental / property values. From that time Speers Point underwent a transformation including remodelling to grounds, façade and curriculum. Under the new principal classification system the school came under the new classification of P1 non-teaching principal in 2016.

Speers Point Public School has firmly embedded PBL into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

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.

Our staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. We dedicated a series of Professional Learning meetings to thoroughly examine our school plan to determine elements of the School Excellence Framework that the plan most strongly addressed. In the domain of Learning we committed a stronger focus to the area of data collection and how that informs best practice. Student data directly drove our school wide focus on the element of student wellbeing. Students being positive and productive in our learning environment, through our Positive Behaviour for Learning focus, has been evident in the way students are working, how they relating to each other and to staff and the increased culture of safe, respectful, responsible achievers. In Learning, significant school strategies, including Explicit Direct Instruction, L3, TEN, Focus on Reading, PLAN data K6 and Reading Recovery have been a whole school linear approach to improving student learning outcomes.

In the domain of Teaching, our efforts have primarily focused on teaching and learning in literacy and numeracy. With significant professional learning in Explicit Instruction, L3, TEN, and Focus on Reading, teachers have been collegially supported through the school. Teaching and Learning programs have been shifted into a new 5 weekly cycle, allowing teachers to act on the 5 weekly data collection cycle to better inform student needs.

In the domain of Leading, we focused our efforts on school planning, implementation and reporting to ensure that as a whole staff, we were able to articulate our school plan and the areas of responsibility we each have to enact the plan, and its direct relationship to the School Excellence Framework. Leadership roles were more clearly defined through the plan, and we forged greater partner relationships with local schools, preschools and community services. Our self assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

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

Quality Teaching & Learning

Purpose

To provide for all students a deeply engaging and rewarding learning environment through the implementation of quality teaching and learning programs and practices in all classrooms with the aim of improving student learning outcomes.

Overall summary of progress

Student learning and wellbeing have been key focus areas and we have achieved significant progress. Staff professional learning and whole school program implementation have driven improvements in this area towards improving student learning outcomes. Staff from all settings are trained in, and implementing (where appropriate) specified school strategies with greater tracking of student growth along the continuum.

Pedagogies and programs focusing on quality teaching and learning in 2016 included the first year of the implementation of the Fleming model of Explicit Direct Instruction, (K–6) while we continued with the L3 program (K–2). Targeting Early Numeracy (K–2) and Reading Recovery. A greater emphasis on class programming and SLSO support for student learning were also strategies used.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>90% of infants students reaching designated reading levels:</p> <p>Kinder – L6, Yr 1 – L16, Yr 2 – L26</p>	<p>95% of kinder achieved level or 6 or higher, with 5% at Level 5.</p> <p>75% of Year 1 at Level 16 or greater, with 25% at either Level 15 or 14.</p> <p>78% of Year 2 at Level 26 or higher.</p>	<p>Listed Funds Expended below cover all improvement measures in this strategic direction and are not independent of each other.</p> <p>L3 training and development – \$13,000</p> <p>Reading Recovery training – \$4,600</p> <p>Explicit Direct Instruction – \$20,000</p>
<p>By the end of each year, 80% of students will have achieved the following cluster in all aspects of the Reading, Writing and Comprehension on the Literacy Continuum</p> <p>Kinder – Cluster 4, Year 1 – Cluster 6</p> <p>Year 2 – Cluster 8, Year 3 – Cluster 9</p> <p>Year 4 – Cluster 10, Year 5 – Cluster 11</p> <p>Year 6 – Cluster 12.</p>	<p>94% of Kindergarten student achieved Cluster 4 (or higher) in <i>Reading</i>, while 58% reached Cluster 4 (or higher) in <i>Comprehension</i> and 47% in <i>Writing</i>.</p> <p>In Year 1 54% reached Level 6 or higher in <i>Reading</i>, with 34% in <i>Comprehension</i> and 27% in <i>Writing</i>.</p> <p>In Year 2 55% reached Level 8 or higher in <i>Reading</i>, with 55% in <i>Comprehension</i> and 33% in <i>Writing</i>.</p> <p>In Year 3 82% reached Level 9 or higher in <i>Reading</i>, with 87% in <i>Comprehension</i> and 56% in <i>Writing</i>.</p> <p>In Year 4 72% reached Level 10 or higher in <i>Reading</i>, with 57% in <i>Comprehension</i> and 43% in <i>Writing</i>.</p>	<p>Increase in Learning and Support Teacher allocation – \$20,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>By the end of each year, 80% of students will have achieved the following cluster in all aspects of the Reading, Writing and Comprehension on the Literacy Continuum</p> <p>Kinder – Cluster 4, Year 1 – Cluster 6</p> <p>Year 2 – Cluster 8, Year 3 – Cluster 9</p> <p>Year 4 – Cluster 10, Year 5 – Cluster 11</p> <p>Year 6 – Cluster 12.</p>	<p>In Year 5 89% reached Level 11 or higher in Reading, with 56% in Comprehension and 11% in Writing.</p>	
<p>80% of K–3 students achieving or exceeding expected Early Arithmetical Strategies level on numeracy continuum.</p> <p>80% of Yr 3–6 students achieving or exceeding expected levels on Place Value and Multiplication and Division on the numeracy continuum.</p>	<p>In achieving or exceeding the expected Early Arithmetical Strategies level the following grades demonstrated</p> <p>100% of Kindergarten, 73 % of Year 1, 75% of Year 2, and 67% for Year 3.</p> <p>in achieving or exceeding expected levels on Place Value and Multiplication and Division on the numeracy continuum.</p> <p>67% of Yr 3 in Place Value and 100% in Multiplication & Division</p> <p>83% of Yr 4 in Place Value and 86% in Multiplication & Division</p> <p>44% of Yr 5 in Place Value and 56 % in Multiplication & Division</p>	
<p>Increase student representation in the top 3 bands for both Years 3 and 5 from 2015 levels, (Reading, Writing & Numeracy) with an emphasis on growth in writing.</p>	<p>Our Year 3 students all demonstrated improvements in NAPLAN and had the following representation in the top 3 bands:</p> <p>Reading 50% over 2015's 36%</p> <p>Writing 69% over 2015's 42%</p> <p>Numeracy 62% over 2015's 28%</p> <p>Our Year 5 students demonstrated improvements in NAPLAN and had the following representation in the top 3 bands</p> <p>Reading 66% over 2015's 25%</p> <p>Writing 33% over 2015's 8.3%</p> <p>Numeracy 50% over 2015's 17%</p> <p>Given the change in text type for the NAPLAN test the growth in Writing data was not available, however the growth of the top bands, with elimination of the bottom band shows definite improvements.</p>	

Next Steps

1. High quality teacher professional learning and support.
2. Ongoing implementation of the L3 program K–2.
3. The further development of Explicit Direct Instruction across all classes with the emphasis on "Warm-Ups" in 2017
4. Beginning Early Action for Success (EAfS) in 2017 with the appointment of an Instructional Leader 2 days a week.
5. Targeted intervention strategies based on EAfS data and Bump It Up
6. Use of LaST in created focus Maths Groups across Mainstream

Strategic Direction 2

Quality Systems

Purpose

To develop, maintain and improve school systems in the support of creating a well-resourced, quality learning environment for all students, staff and community.

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be a focus point for our school in developing Safe, Respectful, Responsible Achievers. As a whole school approach, systems have been developed to recognise and celebrate positive student behaviour. A greater understanding over negative behaviour choices was also developed through the refined Behaviour Consistency Guide.

In 2015 the school improved its systems around Learning Support Team and in 2016 moved into great focus on student plans and supporting the National Consistency in Collection of Data. Staff were also implementing their first full year of the Professional Development Plans (PDPs)

In line with the rollout, our school changed over to the LMBR system just prior to the end of Term 2. While the Oliver system was rescheduled for deployment in 2017, administrative and executive staff underwent intensive training over Term 2 with follow up support after in implementing the system within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% reduction in student behaviour referrals for classroom behaviour against 2014 data	Since 2014 the school has implemented and in 2016, further refined, the Behaviour Consistency Guide. While behaviour referrals have risen, this is a result of higher expectations, better consistency between expectations and greater reporting over 2014 practices.	PBL – \$20,000 – Executive release and supporting resources
20% reduction in student behaviour referrals for playground behaviour against 2014 data	Since 2014 the school has implemented and in 2016, further refined, the Behaviour Consistency Guide. While behaviour referrals have risen, this is a result of higher expectations, better consistency between expectations and greater reporting over 2014 practices.	PBL – \$20,000 – Executive release and supporting resources
Student plans created, implemented and updated on a biannual schedule, feeding into NCCD.	Student plans created and updated but has created the need for a more simplified and concise plan to be created, rather than multiple plans for different needs.	Increased teacher RFF (extra hour per fortnight per class) \$8000
All staff with Professional learning Plans according to Performance Development Framework implementation.	All teaching staff created and monitored their professional development with their Performance Development Plan and supervisor support over the 2016 year.	
SALM / SAP & Oliver implemented within school.	School administrative staff and school principal underwent training in the LMBR school systems with implementation in late Term 2. The school changed from the old OASIS system in areas of finance and student management. Ongoing support and training for staff continued through 2016. The Oliver system was rescheduled by the department for implementation in early 2017.	Staff professional learning \$6000

Next Steps

1. Continued development of PBL across the school and further development of the Behaviour Consistency Guide and PBL systems within the school to support positive behaviour choices.
2. Further refinement of the student plans process into a more timely and manageable document that is concise, accessible and integrated.
3. Greater monitoring of the staff PDPs and PDPs for non-teaching staff
4. Ongoing support for the LMBR system with implementation of the Oliver system in 2017.

Strategic Direction 3

Quality Partnerships

Purpose

To work with our learning community, greater school community and stakeholders to build and strengthen lasting partnerships and develop future enrolments in order to better support our students pre, during and post enrollment.

Overall summary of progress

Speers Point has worked towards building stronger working relationships with colleagues and community and has experienced a variety of successes in these endeavours over 2016. Transition programs within the school were successful, as demonstrated by the start of Kinder in beginning of 2017. The new Headstart transition program, run by Lake Macquarie High School was a great success with Year 6 students transitioning easily into High School.

The development of the new LMAC community of schools and LMAC's governance board also saw a new direction for the LMG and how we approach school partnerships in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students entering / exiting mainstream are supported through transition programs	<p>The Kinder Transition Program – Kinder Koalas had their biggest group with 23 pre-kindlers attending the program.</p> <p>Lake Macquarie High School began a new transition program, called Headstart, which involved Years 5 and 6 students attending LMHS for 15 full school days, supported by their class teacher.</p>	<p>Kinder transition program – \$4500</p> <p>Year 6 transition program – \$4500</p>
All students entering / exiting Support unit setting are supported through transition programs.	Students entering or exiting our Support Unit were all supported through transition.	Transition program \$1500
15% increase to student enrollments by 2017 from 2014 numbers.	With only a slight decrease of 5% from 2014 numbers, the biggest indicator of further growth is in our Kinder intake. The Kinder Koala transition program had its biggest group ever, with 23 students. With a running trend of a full kinder each year, and the small groups moving to High School, there is coming growth in enrollment numbers.	
Increase in partnership initiatives and providing community learning and support services	<p>2016 was our first year in implementing a School Chaplain. Our Chaplain has been instrumental in providing ongoing support for students and their families, and in being able to refer families to other services of support.</p> <p>The Lake Macquarie Area Collegiate developed six key focus areas with representation from each school. Joint Staff Development Days and learning opportunities afforded staff a greater base to work from.</p>	Teacher professional learning – \$1500
<ul style="list-style-type: none"> Working towards the “building” phase across the 7 dimensions Family–School Framework 	This is an area identified for 2017.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
reflection matrix.	This is an area identified for 2017.	

Next Steps

1. Continuation of the Kinder Koalas transition program in its current form.
2. Continuation, in partnership with Lake Macquarie High School in its Head Start transition program.
3. Continuation in promotion of the school in attracting enrollments for 2018.
4. Ongoing Chaplain support for students and community.
5. Ongoing development and support of the Lake Macquarie Area Collegiate in a greater schools community approach to professional learning and collegial support.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • All students have a Personalised Learning Plan, are developing a positive learning attitude and are progressing along the Literacy and Numeracy continuums. • Professional learning of staff including best pedagogical practices. • Positive Behaviour for Learning – executive support, program implementation and supporting. 	\$11,613
Low level adjustment for disability	<ul style="list-style-type: none"> • Additional SLSO time purchased to support students K6 throughout the year. • Resources support individual needs and adjustments. 	\$11,966
Socio-economic background	<ul style="list-style-type: none"> • Beginning implementation of the Fleming model of Explicit Instruction. • Additional Learning Assistance Support Teacher (LaST) time increasing from one and a half days to 3 days. • Additional SLSO time purchased to support students K6 throughout the year. • Positive Behaviour for Learning – executive support, program implementation and supporting. • Additional funding to support Teacher Professional Learning, building staff capacity including L3 and TEN • Upgrading resources and facilities in classrooms for the students. • Student and parent financial support to access all areas of the curriculum, such as; uniforms, excursions etc • Athletics & Reading Eggs K6 subscriptions 	\$68,159
Support for beginning teachers	One newly appointed teacher who was granted Beginning Teacher Funds. Funds was expended towards the professional learning and development of the teacher in their identified areas including Explicit Direct Instruction.	\$13,378.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	71	70	60	65
Girls	49	44	48	46

Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.3	93.8	95.1	95.8
1	92.6	94.7	92.9	95.1
2	94.5	94.6	95	96.8
3	92.6	94.1	95.6	94.5
4	94	96	92.8	96
5	92.8	94.5	94.3	92.3
6	91.1	94.5	92.7	93.7
All Years	93.9	94.6	94.2	95
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

Management of non-attendance

Speers Point Public School has slightly increased its school attendance to 95%. Students and parents are regularly communicated to regarding the importance of attendance. Teacher's monitor rolls and raise attendance concerns through the Learning Support Team. Ongoing concerns over attendance are referred to the Home School Liaison Officer for further support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.66
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Counsellor	0.6
School Administration & Support Staff	4.71
Other Positions	1.06

*Full Time Equivalent

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is a priority and all staff have accessed to planned, targeted professional learning. See Strategic Direction 1 for further information.

In 2016 one teacher was awarded their accreditation with a number of staff members in 2017 working towards their accreditation at Proficient teacher level. Several teacher have expressed interest in working towards Highly Accomplished or Lead Teacher levels in 2017.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	215 511.63
Global funds	84 180.28
Tied funds	77 915.21
School & community sources	22 826.02
Interest	2 478.29
Trust receipts	494.20
Canteen	0.00
Total income	403 405.63
Expenditure	
Teaching & learning	
Key learning areas	4 543.32
Excursions	897.28
Extracurricular dissections	10 197.77
Library	1 277.98
Training & development	5 711.44
Tied funds	135 916.72
Short term relief	24 210.39
Administration & office	23 564.80
School-operated canteen	0.00
Utilities	11 430.61
Maintenance	16 872.84
Trust accounts	1 142.80
Capital programs	0.00
Total expenditure	235 765.95
Balance carried forward	167 639.68

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	362 976.85
(2a) Appropriation	333 442.75
(2b) Sale of Goods and Services	3 406.69
(2c) Grants and Contributions	24 503.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 080.00
(2d) Investment Income	544.21
Expenses	-250 418.63
Recurrent Expenses	-250 418.63
(3a) Employee Related	-154 997.25
(3b) Operating Expenses	-95 421.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	112 558.22
Balance Carried Forward	112 558.22

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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	892 264.40
Base Per Capita	6 642.83
Base Location	0.00
Other Base	885 621.57
Equity Total	122 344.42
Equity Aboriginal	11 613.29
Equity Socio economic	68 158.87
Equity Language	0.00
Equity Disability	42 572.26
Targeted Total	563 382.60
Other Total	225 010.10
Grand Total	1 803 001.52

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.

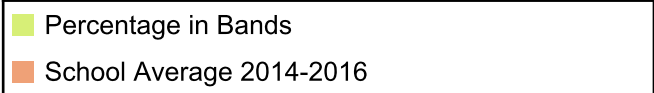
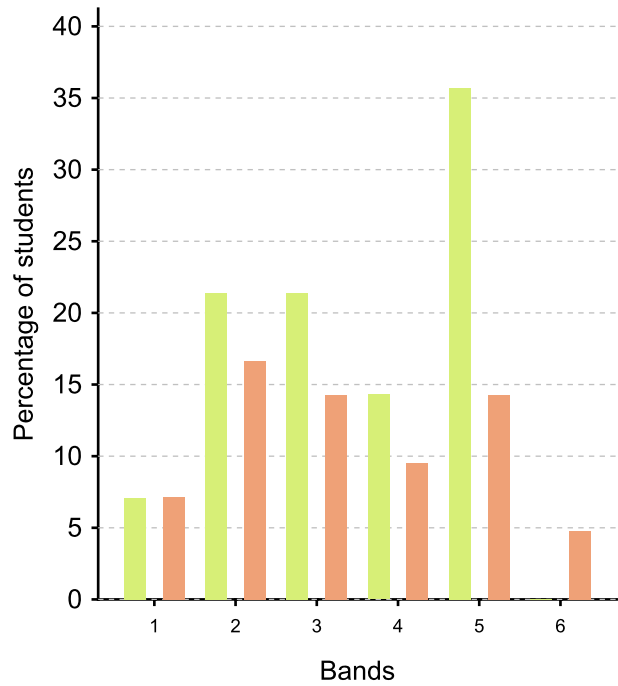
School performance

NAPLAN

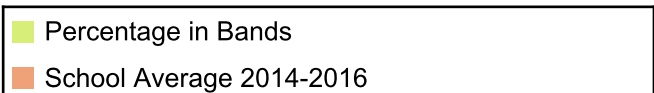
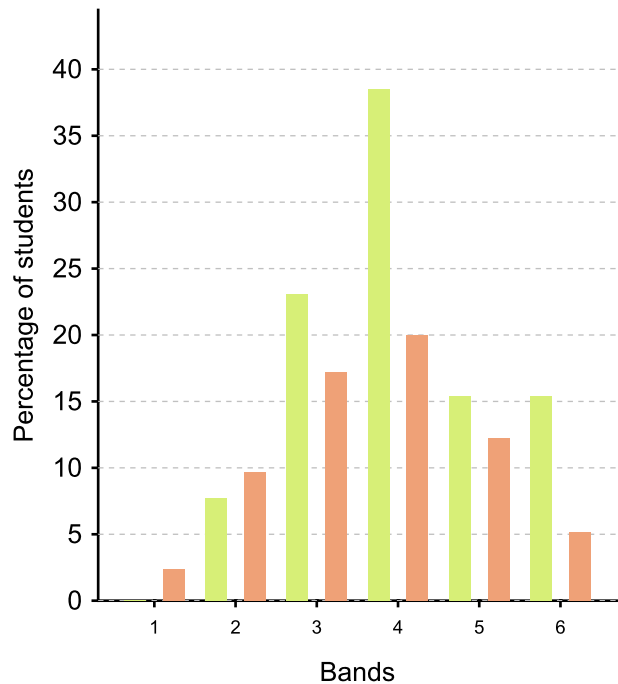
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Across the school we have seen improvements in all areas of NAPLAN for Years 3 and 5. In each aspect, we have decreased the number of students in the bottom bands and have higher representation in the top 3 bands.

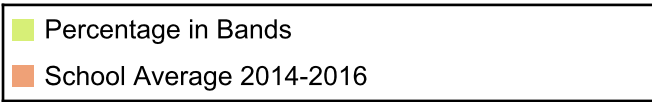
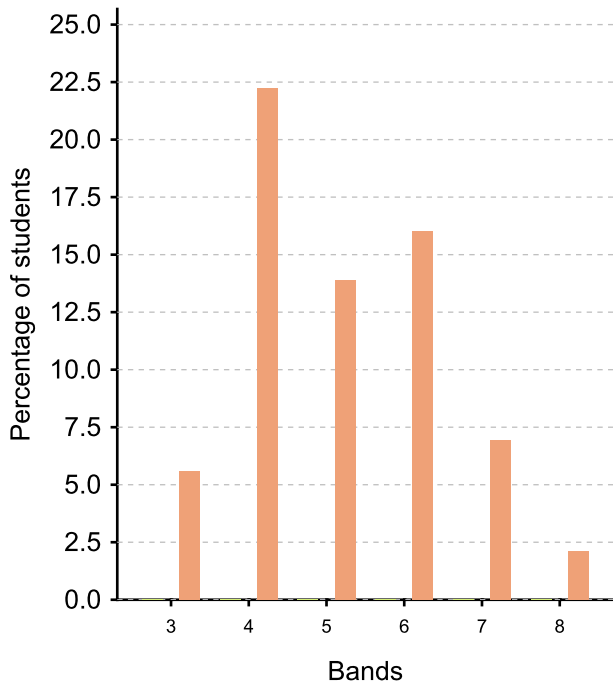
Percentage in bands:
Year 3 Reading



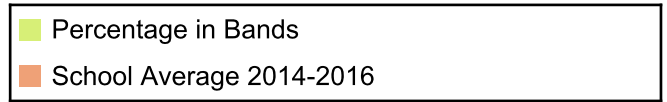
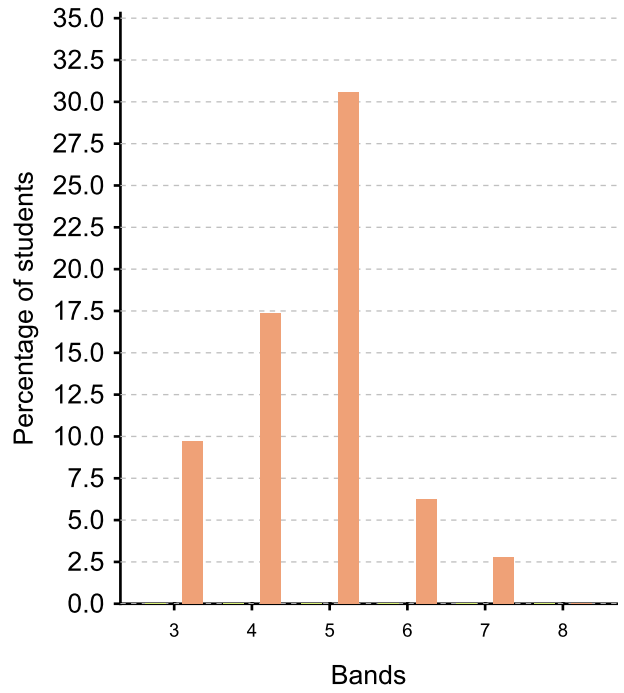
Percentage in bands:
Year 3 Writing



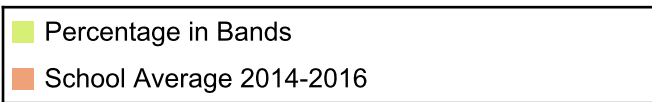
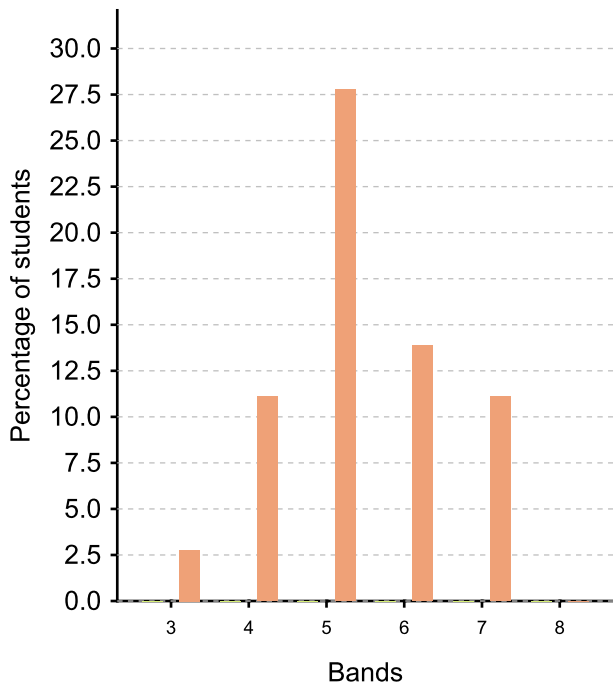
Percentage in bands:
Year 5 Reading



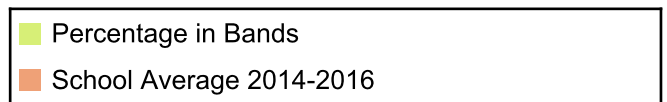
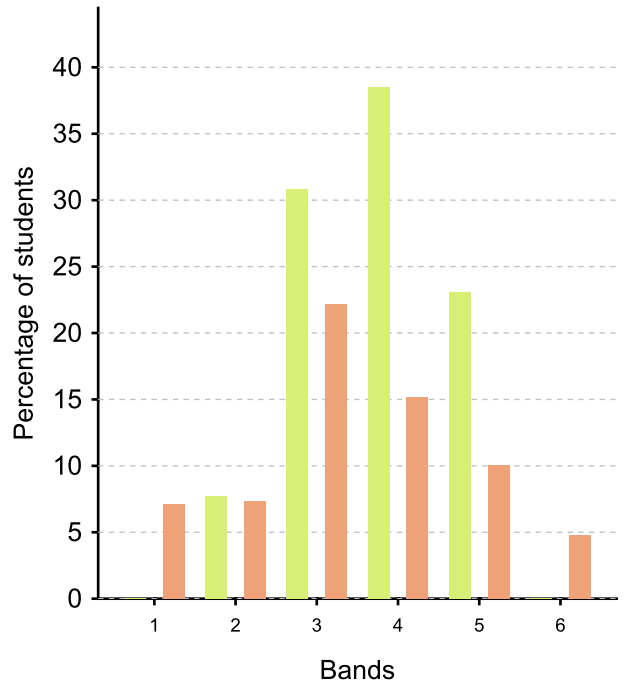
Percentage in bands:
Year 5 Writing



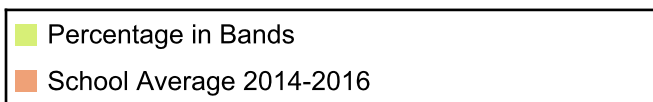
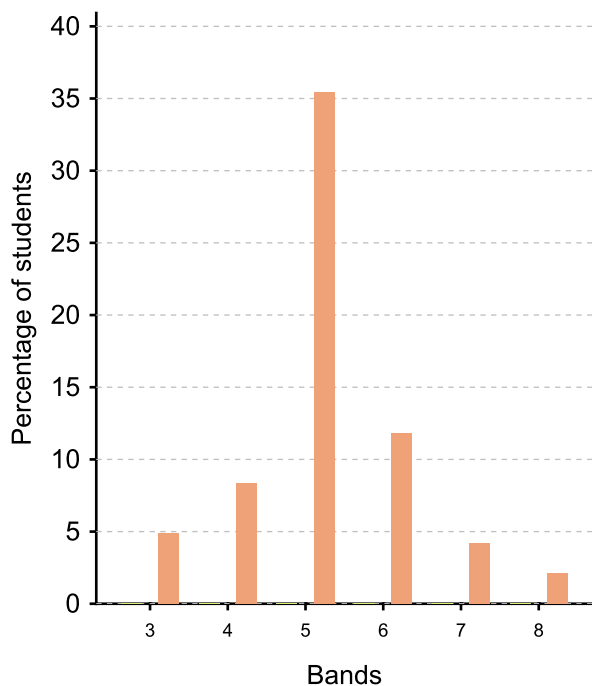
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. While In 2015 we started using the "Tell The From Me" tool, we received very few community responses when using this tool in 2016. In 2017 we will be looking at other ways of seeking and promoting opportunities for parent and community feedback.

At the end of our school concert, community had the opportunity to respond on the frequency of which they wish to see a school concert, whether it being every year or every second year. Community overwhelmingly responded to wanting our school to hold a whole school concert each year.

At a large school event, senior students interviewed community members present asking "What is the school doing well?" and "What could the school do better?" As an open ended survey the responses were very varied, but some common themes (below) arose.

What is the school doing well: Family / community interaction & inclusion – 13%, Inclusivity – 17%, Friendly & Welcoming School – 17%

What could the school do better: Nothing / All is good –

35%, Better communication 17%

As a result in 2017 the school will be looking to increase communication with our community to include more notice on events, and great information coming from what's happening in the classrooms.

Policy requirements

Aboriginal education

Staff at Speers Point Public School are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education.

We provide opportunities for all learners to deepen their knowledge and understating of the Aboriginal culture and language by programming using The Australian Curriculum, crosscurriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' which addresses the concepts of Country and Place, People, Culture and Identity.

Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff ,parents and students, with the support of the Aboriginal Community Liason Officer, MS Stewart.

The school recognises and participates in significant events including National Sorry Day and NAIDOC Week.

Multicultural and anti-racism education

Speers Point Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. To address the antiracism component of education, we have trained a member of staff this year as the AntiRacism Contact Officer.

Other school programs

Dymocks Children's Charities – Library Rejuvenation Project

Our school library had been a target for some years in efforts to increase our resources. In 2016 Dymock's Children's Charities come on board with the school for the library rejuvenating project as a means of bringing life to our school library. Speers Point Public School, with Dymocks Children's Charities (DCC) ran a special "crowd-funding" campaign. In the process the school raised \$8,500 which was matched by Dymock's Children's Charities to finish with an end product of \$19,000 worth of books for our much deserving school library.