

Point Clare Public School

Annual Report



2016



4050

Introduction

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

Mr Scott Campbell

Principal

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Message from the Principal

2016 was a highly rewarding but challenging year for Point Clare Public School as the \$9 million building project entered the final stages and a number of long-term staff retired or moved on to promotional opportunities. As the newly appointed Principal, I was very fortunate to have had the benefit of the excellent preliminary groundwork completed by my two predecessors Mrs. Jane Young & Mr. David Harris. Their individual and collective efforts around the building project and the whole school organisation made my transition to this school a smooth process. I am also appreciative of the warm welcome that I have received from the staff, the students and the wider community. Additionally, the school has experienced strong support from our hardworking P & C executive and their supportive committee. The difficulties presented by the building process in terms of access to the school site and the coordination of school resources while inconvenient at times, were handled by all parties with professionalism and patience.

2016 was the second year of the 3-year planning cycle under the RAM funding model. Our three Strategic Directions are based upon dynamic, purposeful student learning, best practice teaching and the development of strong community partnerships. Each of these strategic directions are underpinned by accountability milestones, which were written by the strategic direction teams. Evaluation of our milestones for 2015 showed that while we were working towards achieving our improvement measures for the majority of our school initiatives, some of these initiatives would not be continued into 2016. These included the Focus on Reading program and the L3 into Year 1 program, which was not financially viable for the school to pursue.

To enhance strategic direction one the school identified a number of digital learning tools including World Book online, Mathletics and Ziptales which were incorporated into all teaching programs K-6 to facilitate differentiation and provide greater scope for the personalisation of learning for all students. The introduction of the Quality Teaching Success Students (QTSS) staffing allocation allowed the school to support teachers as they worked through their accreditation processes for BOSTES. It also provided greater scope for teachers to collaborate on lesson planning and lesson observations, which are a key feature of the latest staffing agreement. All staff were provided with opportunities to improve their understanding of Aboriginal Education, new syllabus documents in History & Geography, Lego Robotics, Coding and all were encouraged to attend the Futures Learning Unit to expand their understanding of 21st century learning and flexible learning space design before we transitioned to the new buildings.

Strengthening our connections across our community has been a major focus for 2016. The teaching staff have presented workshops for our community on topics as diverse as Homework, Google Docs, iPad usage, 21st Century Learning and Kindergarten transition. Additionally, we have made large-scale contributions to the Gosford Learning Community through the Performing Arts Night, Education Week celebrations and the professional development sessions on our combined staff development day in which Point Clare supplied four presenters. Establishing a reciprocal connection with Coinda AECG remains a strong priority for the school. Point Clare Public School is a success because of the contributions of the many willing hands that make the school function so effectively. I look forward to celebrating our collective and individual successes with you all in the 2017 report.

School background

School vision statement

Our vision for Point Clare Public School is to provide an *inspiring* and *nurturing* environment that encourages and values students *achieving* to their full potential.

This school vision is underpinned by our Student Well-being Program, You Can Do It (YCDI) and the Melbourne Declaration. The school's Student Well being program, You Can Do It, is supported by staff, students, parents and the community to focus on identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school and beyond. It focuses on building the social, emotional and motivational capacity of students rather than focusing on deficits.

The five keys of YCDI are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

The Melbourne Declaration states that Australian schooling promotes equity and excellence; that all young Australians become successful learners, confident and creative individuals and active and informed citizens.

School context

Point Clare Public School services the West Gosford, Point Clare, Tascott and Koolewong communities. In 2017 the school enrolment is 527 a significant increase from previous years. There are 19 Aboriginal students currently enrolled and the school is aiming to strengthen its connections with the Cooina Local Aboriginal Educational Consultative Group (AECG). The school is a proud member of the Gosford City Learning Community of schools. The school prides itself on promoting a caring, safe environment.

Teaching and learning programs are aligned to NSW curriculum statements with student progress being addressed through semester based written reports. Academic results demonstrate above average growth in reading and numeracy from Years 3 to 5, and from Years 5–7. The school is focusing on the improvement of growth in writing with specific criteria-based teaching aligned with greater student self-assessment using collaboratively designed rubrics.

To provide professional learning in evidence-based programs the school will be implementing Language, Learning and Literacy (L3) across Early Stage 1 and Stage 1 and Focus on Reading (FoR) for Stages 2 and 3, commencing in 2014.

The school provides a range of quality educational programs as well as an array of extra-curricula activities. Gifts and talents of students are catered for through differentiating the curriculum and academic enrichment programs. A strong environmental program focuses on sustainability and healthy eating

The school is supported by an active P&C, School Council and student led initiatives including parliament, peer support and buddy groupings. The school enhances the educational opportunities afforded every student by building effective and productive relationships between the school and home. The school is currently undergoing significant major works including the construction of a number of flexible learning spaces which allow for collaborative and cooperative teaching.

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.

The Domain of Learning

Our efforts in 2016 have focused on improving each aspect of this domain in our school. We have strengthened our learning culture by adjusting the way individual learning plans (IEPs) and reasonable adjustments are made across the school. Greater accountability for personalised learning has been fostered through improved Nationally Consistent Collection of Data (NCCD) processes. Student well-being has also been improved through greater attention to detail within the You Can Do It program particularly in relation to the collection of student well being data. In assessment and reporting we have worked hard to improve our school reports and to make them compliant with the Department guidelines. Stage based assessment schedules and marking rubrics have been introduced and produced instant clarification of stage practices. Our use of student performance measures has expanded and we now have processes in place for the collation and review of the EAL/D, Best Start, PLAN, AECD & PLASST data.

The School Excellence Framework: Value Added reports measure the average of Reading and Numeracy NAPLAN scores for each year for a particular school. For Point Clare Public School in 2016 this report highlights that the school is "Sustaining & Growing" for Kindergarten to Year 3 category and for the Year 5 to Year 7 category. For the Year 3 to Year 5 group the school is described as "Excelling" in these quantitative measures. Our attendance rates continue to be monitored by all teachers, with phone calls home after two days of unexplained absence. Data from the School Excellence Framework shows that the student attendance rate is 94% which is the same as comparable schools and the same rate as reported in 2015.

The Domain of Teaching

Improving effective classroom practice was a goal across all Stages in 2016. This was achieved by the use of the QTSS staffing allocation (0.4 FTE) to facilitate lesson observations. Greater collaborative practice and overall accountability was also a focus this was supported by the use of Microsoft Office 365 to share and refine each teacher's individual Professional Development Plan (PDP) which now include the current teaching standards. Consistent use of NAPLAN, PLAN and school based data in Stage teams has helped improve the data skills of teachers across the school. Participation in strategic direction teams to formulate the milestones for the 2016 School Plan was an important step in the learning and development of all staff. Building awareness of the professional teaching standards and the use of the leadership lens tools provided by AITSL has helped to improve individual teacher awareness of their own skill sets. This has also culminated in greater participation in the annual review of the school plan.

The Domain of Leading

The school leadership team focussed on the four elements of this domain to create a much more sustained and measurable whole-school improvement plan. In terms of the "Leadership" element our Executive teachers used a range of surveys and social media analytics to assess parental and student feedback. This included informal surveys, the Tell Them From Me surveys and analytics provided by our Skoolbag app, Facebook page and Twitter account. We have improved our use of the school Facebook page systematically by training two staff through a Social Media Master class program. This has improved the reach of our weekly posts which have expanded from less than 400 likes to in excess of 2500 likes for our most recent posts. In terms of "School Planning, Implementation and Reporting" all staff have participated in TPL relating to the RAM report and the development of the school plan. Individual teachers and focus groups have collaborated to develop the school strategic plan milestones for 2016. All staff participated in the review of the school reporting system which led to changes being made to the school academic reports. The improvement of the element named "School Resources" was a major focus for 2016. A total of four new staff were recruited including two Assistant principals and two classroom teachers. All appointments were made via the school merit selection process without appeals. Expression of interest processes are now part of the school's management plan and were used to fill short and long term vacancies in executive positions. All Assistant Principals were given budgets to manage for their stage. The SASS staff, Deputy Principal and Principal were all trained and approved for P-Cards as part of the LMBR program. P-Cards now supplement the school's petty cash management procedures and allow greater flexibility for staff to purchase minor consumables. Under the element of "Management Practices and Processes" the school has identified a number of policies that need to be updated and refined in line with the Department of Education requirements. In 2016 substantial work was completed on the school's Homework Policy involving staff, students and the community. Additionally the WH&S was a strong focus as the school managed multiple concerns regarding the building project and student/staff and visitor safety. The transition of all data previously captured in SENTRAL to the LMBR modules was completed for all modules other than Student Welfare. Our student leadership program has expanded in 2016 with greater opportunities for students to participate in a wide variety of roles which now include Technology leaders and an expanded student parliament.

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

Strategic Direction 1: Student learning is dynamic, personalised and connected in a purposeful way.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which engenders the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Significant steps towards making student learning far more engaging and personalised were achieved in 2016. Greater use of digital technologies including iPad's, laptops and online learning resources has improved the scope of differentiation across all stages of learning. Additionally, the focus on critical thinking skills in 2015 has complemented a school wide push around implementing the 4C's – creating, collaborating, communicating and critical thinking in 2016.

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">21st Century learning principles and practices are embedded in teaching/learning programs, tasks and assessments across all Stages of learning and evident in student outcomes.Increased achievement in reading proficiency: Early Stage 1 and Stage 1 85% achievement of Reading Recovery levels. Kindergarten Level 8, Year 1 Level 18, Year 2 Level 28.NAPLAN Reading proficiency – Year 3 increase in three year average from 46.7% in 2012–2014 to 55% for 2015–2017. Increase Year 5 average from 31.6% in 2012–2014 to 45% by 2017.NAPLAN Numeracy proficiency: Year 3 increase the three year average proficiency from 38.3% in 2012–2014 to 45% in 2015–2017. Year 5 increase in average Numeracy proficiency from 39.0% to 45% in 2014–2017Increased focus on student-centred learning as evidenced by classroom groupings based on differentiation and teaching/learning programs reflecting differentiation.	<p>TPL opportunities were provided throughout 2016 for staff to learn 21st Century learning principles through the use of Lego Robotics and through visits to the Futures Learning Unit at Australian Technology Park, Everleigh and MAC–ICT at Macquarie University.</p> <p>Reading proficiency attainment was exceptionally strong from the ES1 cohort with 90% of students reaching level 8 RR. The Stage 1 reading levels experienced a dip to 71% and 74% respectively.</p> <p>NAPLAN proficiency rates for Year 3 reading are on track to meet our 2017 target with the current 2 year average 56% of students.. The Year 5 two year average is running under the target at 36.5% but this is still an improvement on the 2012 –2014 data.</p> <p>Numeracy proficiency rates for Year 3 are currently at 42% for the two year average whilst the Year 5 rate has dipped to 30.5% over the same period.</p> <p>A revised class program collection program and more detailed accountability in terms of documentation has caused a significant shift towards evidenced based groupings. Differentiation is clearly defined in all classes and is consistently reinforced by stage planning.</p>	<p>Literacy & Numeracy \$16,145</p> <p>Additional \$25 per student \$25,500</p> <p>Computer Co–ordinator \$17,888</p>

Next Steps

* Proficiency rates in Writing have been identified as an area for development in 2017 and beyond. Current trend is a significant contraction in the % of students achieving Proficiency in Year 5. The current 3 year average is 32% of students achieve proficiency in Year 5 whilst the Year 3 average is 52%.

* Greater teacher professional learning is required in 2017 to build the collective staff capacity to deliver the expected results of this strategic direction especially in relation to 21st Century learning..

* Increased focus on school based assessment and assessment data collation is required. In depth analysis of that data in Stage teams is a strong focus for 2017.

Strategic Direction 2

Strategic Direction 2: Teaching and learning reflects best practice and an engaged professional culture.

Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.

Overall summary of progress

The impacts of the new building being completed, the implementation of the new teaching standards from BOSTES and the addition of the QTSS allocation have been very significant in terms of this strategic direction. These factors have led to more frequent and highly detailed communication between teachers about their work. Specifically, there is now far more dialogue between staff on all levels regarding pedagogy and curriculum than in previous years. Our systemic practices around lesson observations have been evaluated and a new direction agreed to for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching practice is integral to a strong, dynamic and articulated learning culture across the school. All staff actively involved in professional learning to develop 21st Century pedagogy. 2015 Focus areas– Critical Thinking, Creative Thinking 2016 Focus areas – Complex Thinking, Comprehensive Thinking, Collaborative Thinking 2017 Focus areas – Communicative Thinking, Cognitive Transfer Knowledge gained through professional learning is collaboratively shared and reviewed to ensure all teachers have access.	All staff completed all aspects of the PDP process. All staff provided with time to plan lesson observations through QTSS allocation. All staff completed two rounds of lesson observations as both an observer and as the teacher being observed. Professional learning was completed by all staff in Semesters One & Two. Not all staff completed TPL relating to 21st Century Learning. Stages conducted TPL sessions based on developing thinking skills identified for 2016. Opportunities for shared TPL were provided for L3, TEN, Lego Robotics, Aboriginal Education, Cultural Immersion, Geography and History Syllabus implementation.	TPL BUDGET \$24,399 QTSS Staffing allocation from Semester Two – 0.373

Next Steps

* All staff to complete their PDP by mid term 1 – 2017 with a minimum 3 goals and all staff to include the BOSTES teaching standards.

* Executive staff to evaluate the use of the teaching standards in our PDPs and to collaboratively design "Learning Walks" as a model for conducting lesson observations with their stage teams.

* Coach / mentoring roles to be provided for Beginning Teachers in 2017. EOIs required from staff.

Strategic Direction 3

Strategic Direction 3: Developing strategic community learning partnerships.

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

Far greater connections have been made with the school community in 2016. The school's relationship with the P & C has evolved positively with many new faces joining as the school's student enrolments climbed. Staff led parental workshops on topics such as 21st Century Learning, iPad use, Homework Policy development and the Kindergarten transition program, all resulted in large numbers of parents and community becoming more engaged and involved in our school in a variety of roles. Our relationship with our partner schools in the Gosford Learning Community also strengthened as we took on leading roles in the creative arts, professional development activities and high school transition programs such as STARS and the YAP.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in the P&C and school-home partnerships with average attendance at P & C meetings from 5 parents to 10 parents per meeting.	P & C Meeting attendances varied between 9 and 15 people as the year progressed.	Nil
Class teachers communicate with at least one parent weekly per class with a 'good news' story.	Adoption of the Skoolbag and Class Dojo platforms as means of communicating with community.	\$1000 for Skoolbag set up and one year licence.
Increased collaborative participation in the Gosford City Learning Community.	Four pairs of teachers were selected to present at the combined staff development day for the GLC. Topics included Flexible Learning Space design / Lego Robotics / Coding & Flipped Learning. Two staff led the Yr 6 / 7 transition program to Henry Kendall High School.	\$1600 for casual release days
Increased parent partnerships through a shared understanding of 21st Century Learning through parental / community information sessions.	Parental workshops were conducted regarding BYOD / iPad usage / Google Docs by key members of the Technology team.	\$1200 for casual release costs.

Next Steps

- * To establish greater communication and better partnerships with the P & C we will conduct social media and further 21st Century learning workshops to develop the skills of the P & C members to contribute to our Facebook and Skoolbag platforms.
- * To provide further leadership opportunities to our staff to deliver TPL to all partner schools as part of the GLC.
- * To engage in a more meaningful way with Cooina AECG including improved meeting attendance, greater involvement in school activities and school representation at significant local AECG events.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This loading allowed our school to conduct PDP processes, celebrate Reconciliation Week & NAIDOC Week and to provide SLSO support for our Aboriginal students. Staff were provided with cultural immersion activities through Newcastle based company "Speaking in Colour". Additionally were able to support a combined AECG school excursion to Walgett for our Stage 3 students with other students from the Central Coast region.	Annual total of \$9168.70 received.
English language proficiency	Our English Language proficiency funding was used to provide TPL opportunities for the two LAST teachers. We built their capacity to improve their understanding and ability to deliver programs in EAL/D.	We received \$5,679.93 for each semester bringing the total funded amount to \$11,359.86 for the 2016 school year.
Low level adjustment for disability	This equity loading was used to employ and train SLSO staff to support our student who had diagnosed disabilities.	We received \$17,336.50 each semester under this loading. The annual total was \$34,673.
Quality Teaching, Successful Students (QTSS)	For 2016 we engaged a temporary teacher to relieve staff members from face to face teaching whilst they jointly planned for and conducted lesson observations. Additional time was provided for support of teachers completing BOSTES accreditation processes.	Staffing allocation of 0.373. The school supplemented the additional 0.027 from school funds to provide the QTSS teacher with a full 2 day position.
Socio-economic background	The school utilised this loading to support our three strategic directions with a significant proportion of the funds used to support ICT, literacy and numeracy initiatives including L3 and TEN.	A total allocation of \$25,336.40 was received for the year.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	263	252	243	247
Girls	267	271	268	257

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	95.4	95.8	93.4
1	94	95.9	95	93.7
2	95.2	94.7	95.4	95.2
3	95.9	94.8	94.7	94.7
4	94.7	95.7	94.7	94.1
5	95.1	94	94.6	94.3
6	94.7	95	94.8	95
All Years	95.2	95.1	95.1	94.3
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

Management of non-attendance

Attendance at Point Clare Public School is monitored by class teachers and the Learning and Support team. Families of students who are absent for school for more than two consecutive days are contacted by phone. Any student who has an attendance rate of less than 85% is referred to the Learning & Support team for follow up with the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.64
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

Professional development for staff consisted of weekly Teacher Professional Learning (TPL) sessions as well as compulsory whole school TPL aligned to school plan targets. Individual teachers also attended professional learning courses as aligned to their personal professional learning goals

In 2016, our total RAM budget provided for TPL activities was \$24,399. We supplemented this amount by utilising RAM Literacy and Numeracy loading, Socio-economic equity loading, Learning & Support – flexible funding and Computer Coordinator Allocation to meet School Plan goals as well as individual PDP goals.

COMPLIANCE TRAINING

All staff (teaching and SASS) completed the following:

Child Protection updates

Anaphylaxis and Asthma training

Emergency Care and CPR training

Code of Conduct

WH&S Induction

Teaching staff only completed:

New syllabus training in Geography & History.

Lego Robotics training for Mindstorms EV3.

Aboriginal cultural immersion

Aboriginal perspectives training.

Personalised Learning Plan training.

Language, Learning and Literacy (L3).

TEN training – Numeracy program for students in their first 2 years of school.

Reading Recovery – on-going training for 1 teacher; beginner training for 1 teacher.

Apple iPad Configurator 2 training

EAL/D Orientation

LMBR training modules

Practical introduction to Synergy

School Communities Working Together

Flexible learning Space Design

MacICT Robotics in the classroom

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	706 828.12
(2a) Appropriation	572 770.82
(2b) Sale of Goods and Services	-132.22
(2c) Grants and Contributions	132 869.91
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 319.61
Expenses	-517 001.12
Recurrent Expenses	-516 455.22
(3a) Employee Related	-251 035.38
(3b) Operating Expenses	-265 419.84
Capital Expenses	-545.90
(3c) Employee Related	0.00
(3d) Operating Expenses	-545.90
SURPLUS / DEFICIT FOR THE YEAR	189 827.00
Balance Carried Forward	189 827.00

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	3 199 425.49
Base Per Capita	27 637.29
Base Location	0.00
Other Base	3 171 788.19
Equity Total	182 558.86
Equity Aboriginal	9 168.70
Equity Socio economic	25 336.41
Equity Language	11 359.87
Equity Disability	136 693.88
Targeted Total	84 969.99
Other Total	188 996.90
Grand Total	3 655 951.23

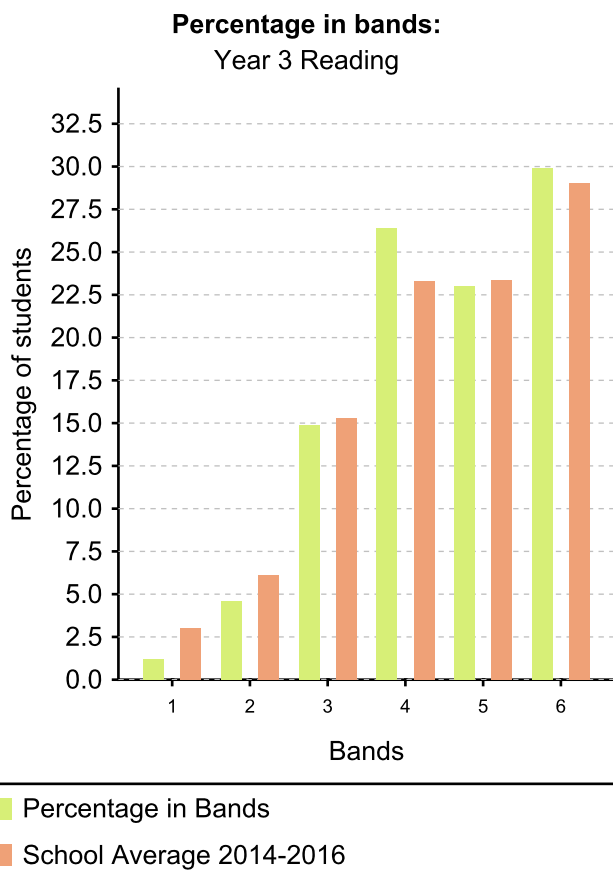
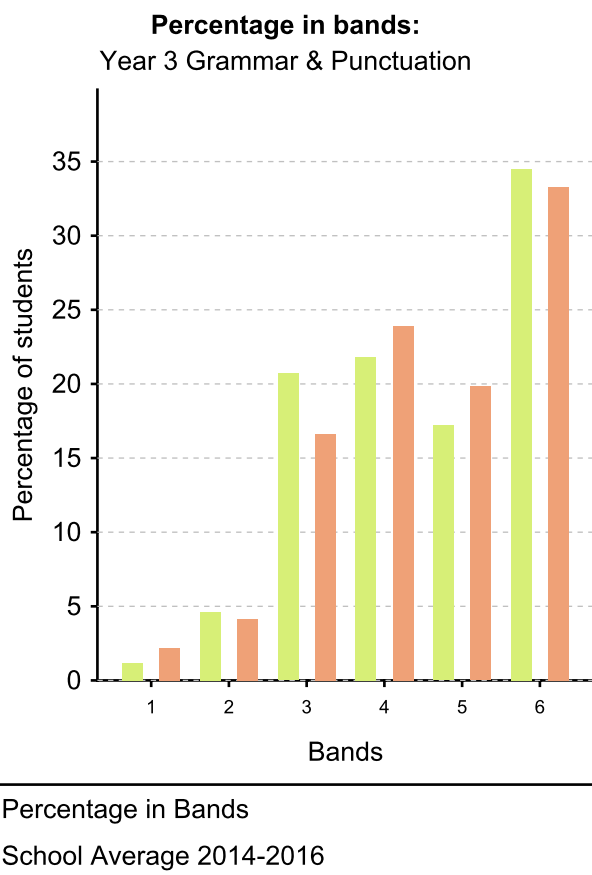
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

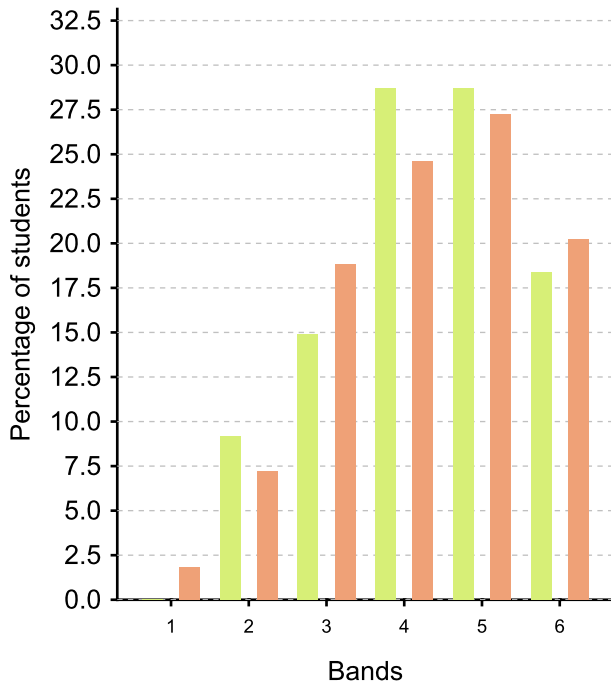
NAPLAN

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.

In terms of expected growth rates we had 63.8% of Year 5 students achieving the growth rates in Reading, 66.7% in Spelling and 51% in Grammar & Punctuation. In terms of Year 5 students achieving proficiency we had 31% reading, 8% writing, 32% in spelling and 35% for grammar and punctuation. In terms of Year 3 students achieving proficiency we had 53% reading, 55% writing, 47% in spelling and 52% for grammar and punctuation. The percentage of students in Year 3 below National Minimum Standard (NMS) for Literacy was 1%. For Year 5 the percentage of students below NMS was 6% for reading, 4% for spelling and 3 % for grammar and punctuation.

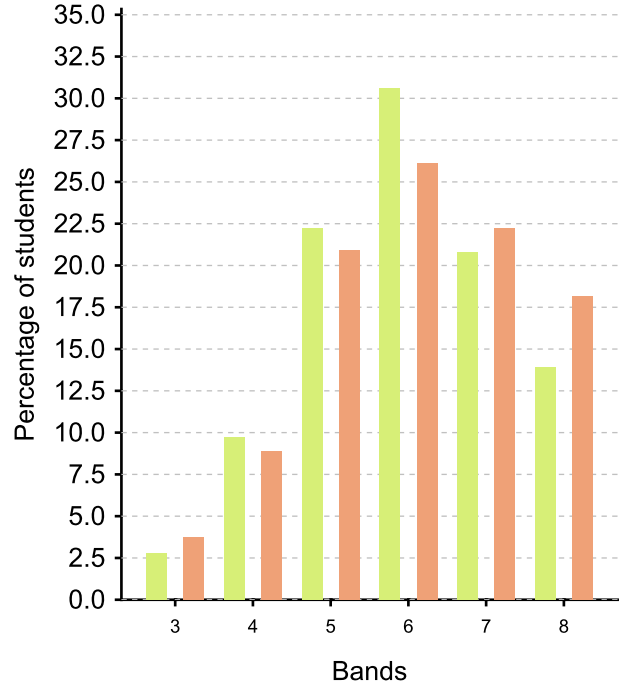


Percentage in bands:
Year 3 Spelling



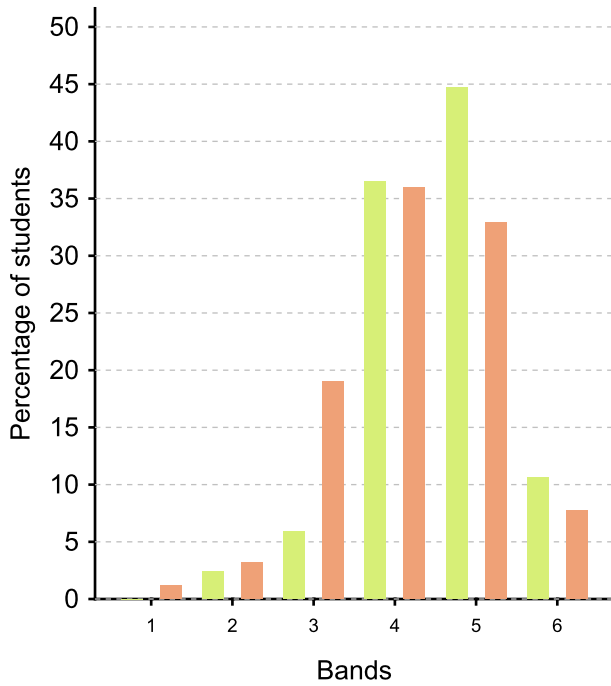
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



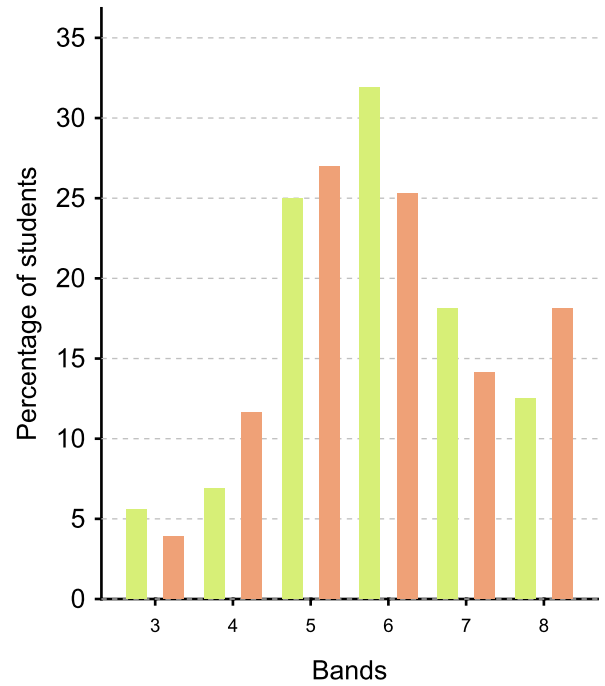
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



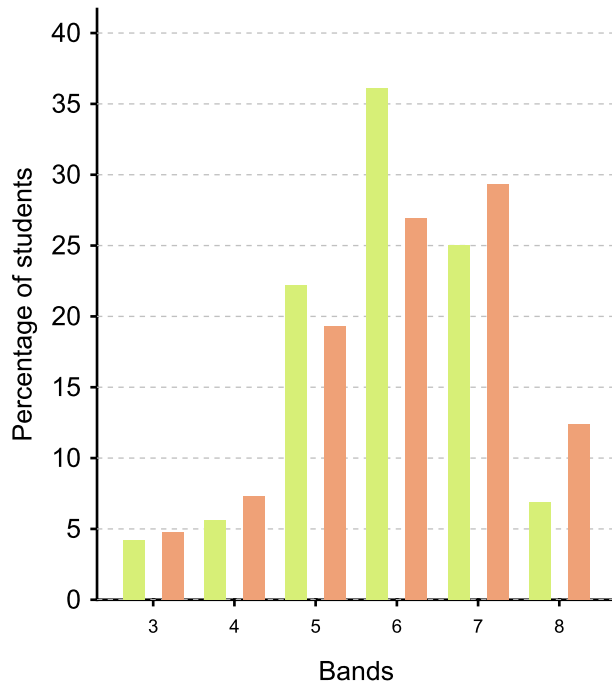
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

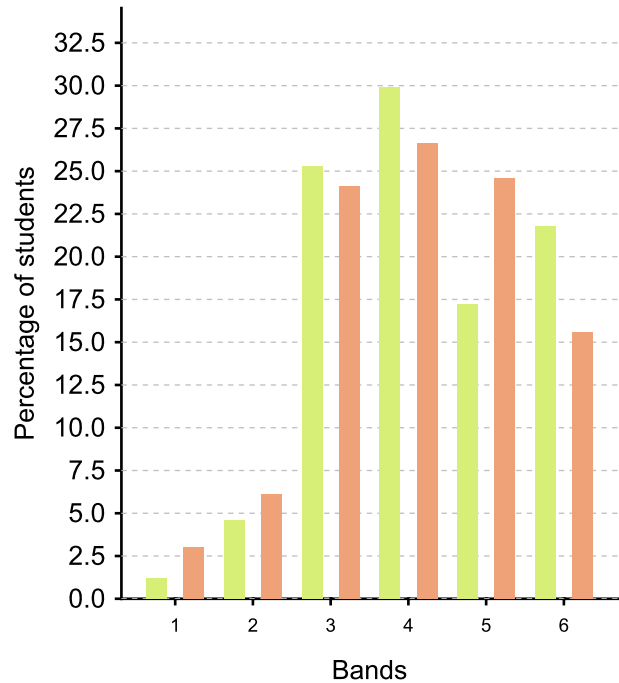
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

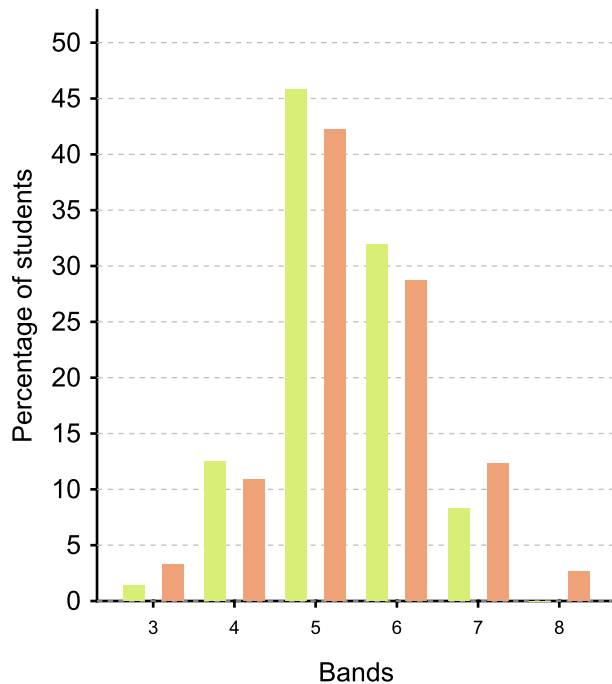
1% for both grades.

Percentage in bands:
Year 3 Numeracy



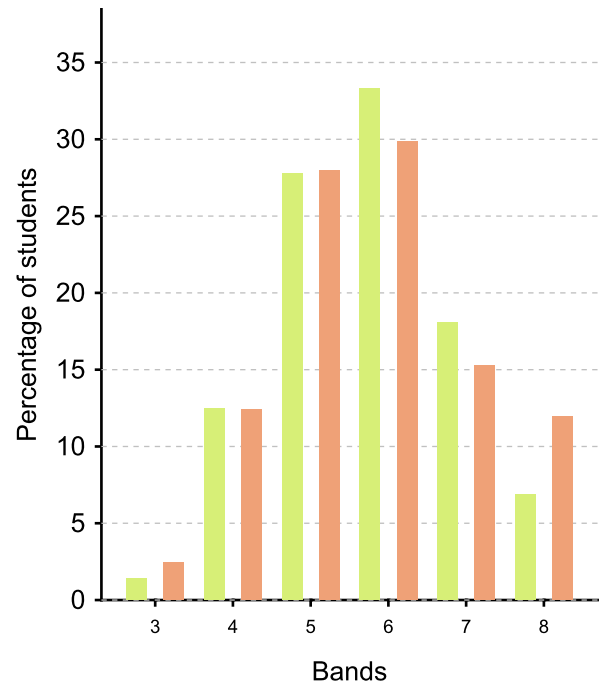
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In terms of expected growth rates we had 63.8% of Year 5 students achieving the growth rates in Numeracy. In terms of Year 5 students achieving proficiency we had 25% achieve the top two bands. In terms of Year 3 students achieving proficiency we had 39% represented in the top two bands. The percentage of students in Year 3 and Year 5 below National Minimum Standard (NMS) for Numeracy was

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.

In terms of achievement by Aboriginal students, 50% of our students achieved proficiency in Year 5 reading & writing. For year 3 students we had 33% of our Aboriginal students achieve proficiency in reading, writing, spelling and grammar & punctuation. No Aboriginal students achieved proficiency in numeracy in 2016.

Parent/caregiver, student, teacher satisfaction

Parental Satisfaction was measured using the Tell Them From Me (TTFM) "Partners in Learning" surveys. All scores were recorded in the Likert format and have been converted to a 10 point scale.

Parents feel welcome at the school = 7 / 10

Parents feel informed = 6.2 / 10

Parents supporting learning at home = 6.4

Does the school support learning = 7 / 10

Does the school support positive behaviour = 7.6 / 10

Safety rating for Point Clare = 6.6 / 10

Inclusion at Point Clare = 6.2 / 10

Student Satisfaction

Students from years 4, 5 and 6 were surveyed as part of the TTFM survey project which was conducted twice in 2016. All findings were compared to the NSW government norms which are established by comparing all TTFM participants in NSW. Their findings were:

56% of all students at Point Clare Public School had a high rate of participation in extra curricula activities including art, drama or music. Of this group 70% of girls and 44% of boys participated. The state norms are 66% for girls and 44% for boys. In terms of sports participation 72% of Point Clare students participate in sports whilst the NSW norm is 83%.

Percentage of students who feel accepted and valued by their peers – 77% – NSW norm is 81%.

Percentage of students who believe that education will benefit them in the future – 97% – NSW norm is 96%.

Percentage of students with positive relationships with their peers – 91% – NSW norm is 85%.

Percentage of students with positive homework behaviours – 46% – NSW norm is 63%.

Percentage of students who are interested and motivated in their learning – 67% – NSW Norm is 78%

Percentage of students who expect to go to university – 71% no NSW norm is stated.

Teacher Satisfaction

Teachers were asked to assess eight (8) "Drivers of Student Learning" which have a strong correlation to student achievement. All scores were recorded in the Likert format and have been converted to a 10 point scale. Their ratings are as follows:

School leaders = 7/10

Collaboration within the school = 7.5/10

School's learning culture = 8.1 / 10

Data Informs Practice = 7.8 / 10

Teaching strategies used = 7.8 /10

Technology usage = 6.4 / 10

Inclusion at Point Clare = 8.2 / 10

Parental involvement = 7.5 / 10

Policy requirements

Aboriginal education

In 2016 Aboriginal Education was a strong focus for Point Clare Public School. Our School Excellence Framework (SEF) review revealed that there were areas of our Aboriginal Education plan that required strengthening. In particular, the teaching staff requested further training in the areas of Aboriginal perspectives and cultural immersion activities. To facilitate this need we trained all staff on these two areas through Aboriginal cultural specialist Cherie Johnson. Additional training was provided to two staff members around the procedural requirements for Personalised Learning Plans.

Celebrating Reconciliation Week was a hugely rewarding experience for all staff, students and community with Koomurri supplying our guest performers and artists. NAIDOC week was commemorated across our Gosford Learning Community with our Aboriginal students joining in the celebrations at Henry Kendall High School. Our talented Aboriginal netball and rugby league players participated in a highly successful cultural exchange to Walgett in June. Stage 3 students entered artworks and written work into the 2016 Reconciliation challenge and were rewarded with "Highly Commended" awards.

Multicultural and anti-racism education

Point Clare Public has adopted the core aims of the Department of Education's Multicultural Plan 2016–2018 this year. We have increased social inclusion and community harmony in our school by providing all of our students with the knowledge, skills and values needed to participate successfully in our culturally diverse society. We also held a hugely successful K–6 Harmony Day in Term 1 to celebrate all cultures that comprise our school. We have provided

students learning English as an additional language or dialect (EAL/D), new arrivals and refugees by training our LAST teachers in a variety of EAL/D professional learning courses over the course of 2016. We have implemented the Anti-Racism Policy and have a staff elected ARCO (Anti-racism Contact Officer) who evaluates all racism complaints. All teachers have accessed and utilised the racsimnoway.com.au website and the associated resources including the K-2 Anti-prejudice activities.