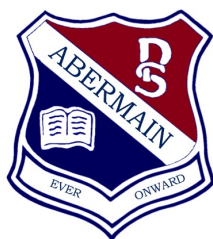


Abermain Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of Abermain 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 2015–2017. 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.

School contact details

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Message from the Principal

I would like to take this opportunity to thank the wonderful staff who make Abermain Public School an exciting place to work every day. It is through their dedication that we are able to make a difference to the lives of the students that we nurture each day. Thank you to the families and carers who support the school in so many ways. When we work together as a team we are able to provide a positive learning environment that encourages the enrichment of life for each student. Finally, to the students, as you travel through life may you gather knowledge along the way that will allow you to reach your dreams and be successful individuals.

I look forward to an exciting future.

Ian Lamph

Principal

Message from the school community

The P&C was again actively involved within the school during 2017. We were able to provide the funds for lighting and sound equipment to be purchased for the Hall, which is utilised as a performance/assembly space for performances, in time for the school's musical "Mulan".

The intensive swimming program for students and Year 6 farewell were again subsidised by the P&C. The P&C also gave all Year 6 students a memory stick as a farewell gift as they moved on to high school.

Carols by Candlelight, which we hold in association with the Abermain Mission Hall, was again successful with 1,601 people attending.

Our canteen continued to perform strongly opening five days a week for both lunch and recess thanks to a wonderful group of volunteers. The canteen supervisor and team have also worked hard to ensure that the canteen menu will comply with the new Canteen Guidelines that come in to effect in 2020.

School background

School vision statement

Abermain Public School is an inclusive 21st century school where equality, harmony and a love of learning encourages students to become global citizens. Students and staff value learning as an ongoing journey where all children live, learn and grow to reach their full potential.

School context

Abermain Public School is situated in the Cessnock area of the Hunter Valley. The school has an enrolment of 264 students and a team of staff committed to improving educational outcomes for students. Our vision is for quality learning in a safe, respectful community. Our school is an active member of the Cessnock Community of Great Public Schools (CCGPS), involving fifteen public schools serving the Cessnock community.

Positive Behaviours for Learning (PBL) guides student wellbeing strategies across the learning environment. Universal values of safety, respect and learning are supported by the community. The school is driven by a deep belief that every student is capable of success. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

An Instructional Leader, Early Action for Success (EAfS) was appointed in 2014 to provide support for Early Stage 1 and Stage 1 focused on the achievements in literacy and numeracy while maximising student potential. It is the school's intention to build staff capacity in order to sustain the EAfS model at the completion of the intervention.

Abermain Public School is well supported by the community with an active P&C. Valuable funds are raised throughout the year to support the learning of all students.

The school operates a before and after school care program that is managed by Sherpa Kids.

Students participate in the CCGPS choir that performs at community events. Sport is well supported through its participation in the Primary Schools Sporting Association (PSSA) for: swimming, athletics, cross country, football, cricket, rugby league, touch football and golf.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year staff and parents reflected on the school's progress across the three domains. It was evident in the domain of Learning the school was Sustaining and Growing the learning culture of the school. Quality teaching remains the focus within the Teaching domain. The school performed well in the Leading domain by showing growth in three of the five elements.

Our self-assessment process will assist the school to refine our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Develop Active, Informed, Creative Citizens

Purpose

To create an inclusive and equitable whole school learning environment that encourages and supports learning needs, sparks curiosity and passion for knowledge and understanding.

Overall summary of progress

All teachers have developed their ability to plan and implement quality teaching strategies in the classroom. This has been supported by Instructional Leaders and Stage Supervisors throughout the year. All beginning teachers have been actively involved in the Beginning Teachers Program and have accessed Quality Teacher School Support (QTSS) funding to ensure their professional development throughout the year, as well as access School Based Induction Program.

Value added growth for Kindergarten to Year 3 has been very positive with our results indicating that the school is sustaining and growing. NAPLAN results show strong growth in Writing for Years 3–5 with 48% of students being at or above the required level, this represents an increase of 11%. Further development is required in Numeracy as the students working at or above the state average fell by 5%. Aboriginal student growth data in Reading was higher than non Aboriginal students by 12%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me Surveys indicate growth in responses relating to student engagement and relevance (TTFM 8.0 or above)	All funding expenditure is outlined in the key initiatives and other school focus areas.	The school mean has increased from 7.4 (2016) to 7.6. This represents a small growth. There was an evident increase in high-quality instruction to develop engagement however students with a strong sense of belonging that were interested and motivated remained lower than the NSW.
An increase of 10% in expected growth for students in year 3–5, 5–7 in Writing and Numeracy		Information recorded in overall summary above that reflects students growth..
Aboriginal students results to reflect that of the total population in English and Mathematics at sound and above at the end of year progress reports.		Analysis of school data indicates that the Aboriginal students continue to work towards academic targets in English and Mathematics.
Stage leaders are supporting teachers and ensuring the use of teaching strategies that reflect a focus on student engagement and significance of content (PDPs, timetabling, lesson observations, reflection)		Instructional Leadership is now valued by all staff. Flexible timetabling enabled regular feedback and support for all staff enhancing their teaching practice. Classroom observations and data analysis were vital for the development of individual students and teachers. All staff developed and maintained their PDP throughout the year.

Next Steps

- Staff will receive training and development based on the Learning Progressions to ensure that staff have the knowledge to use with the syllabus.
- School maintains professional learning to increase staff understanding of future focussed learning pedagogy.
- Staff will continue to set learning intentions that are clearly articulated and visible to the students.
- Staff will continue to plan for learning experiences that are engaging and relevant.
- Seek training for staff in the area of quality feedback to enhance the teacher and student learning experiences.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

Whole school Training and Development plan(T&D) has been driven by staff needs, as executive staff supported teachers at all levels of development. This occurred through role modelling, small study groups, external training, e-learning and shared experiences. 100% of staff are operating at their required level of proficiency. School Based Induction Program has been accessed by staff as they drive the focus of the fortnightly program.

All staff developed and managed a Performance and Development Plan (PDP) that ensured their focus on self development, while maintaining their reflection on teaching standards and expectations. A number of staff are in the maintenance phase of their accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole School Professional Learning Plan is current, in use and aligned with staff and school needs	All funding expenditure is outlined in the key initiatives and other school focus areas.	Executive staff coordinated a professional Learning Plan that supported individual teachers training and development that was in line with the School Plan 2015–2017.
All staff accredited at the relevant level of proficiency with a team working on higher levels of accreditation		All staff are accredited with the NSW Education Standards Authority (NESA) at their appropriate level. Programming and planning is aligned to the NESA guidelines.

Next Steps

- Executive staff will refine the School Based Induction Program to ensure all new staff are supported.
- Staff will access the Whole School Professional Learning Plan that is linked to the 2018–2020 School Plan and will address accreditation standards.
- Executive staff will maintain a flexible timetable of monitoring staff development within the classrooms.
- Executive staff will monitor a Performance Management Timeline that embeds individual Performance and Development Plans (PDP).
- Instructional Leadership will extend across the whole school.
- The school will maintain Early Action for Success (EaFS) systems and practises.
- School will continue to resource teacher development through beginning teacher funds and QTSS.

Strategic Direction 3

Promote quality relationships and systems

Purpose

To build and enhance links within the school and the wider community to enrich student learning experiences leading to improved student outcomes for every child.

Overall summary of progress

The Learning Management Business Reform (LMBR) was a major system development that was implemented into the school during 2017. Office staff and executive staff attended several training days to prepare the school and community for the significant changes that were to occur in the school during the LMBR implementation. The school has successfully implemented this new system of student management and finance.

Positive Behaviour for Learning (PBL) has remained a strong focus within our school as the staff develop their consistency and continued use of this system within the school. Our 2016 SET data reflected a result of 95% which is higher than our target of 90%.

Student voice at Abermain PS has been enhanced with the implementation of a Junior PBL Team. Two representatives from each class attend regular meetings to make suggestions and to report back to their peers about issues raised by the students. The chat seat was implemented in 2017 supported by community and Junior PBL Team members.

The school has maintained effective communication system with parents and carers through the use of newsletters, Facebook, Class Dojo, notes, SMS, email, Parents and Citizens (P&C) and open forums. This system was evaluated and results showed that 60% preferred to receive the newsletter electronically.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective administration, financial and communication systems such as LMBR and Sentral are in place.	All funding expenditure is outlined in the key initiatives and other school focus areas.	This year the school rolled over into the new financial management system LMBR. Sentral is still our main source of student management for attendance and wellbeing.
PBL SET tool data reflects 90% or more across all focus areas.		Results indicated above in overall summary.
Enhanced student voice, leadership and consultation through student input and knowledge.		School leaders and Junior PBL meet on a regular basis to discuss and distribute information with peers and staff.

Next Steps

- Positive Behaviour for Learning (PBL) team will maintain system and practises in place. during 2018 we will see a revisit of universals. Benchmarks of Quality (BoQ) tool will be used to continue the focus on consistency.
- Extend the Children's University program to Stage 2 and Stage 3 students and families.
- Develop visible learning strategies across Kindergarten to Year 6 to guide student goal setting.
- Enhance student opportunity to develop a partnership with Cessnock High School through the Aboriginal dance program.
- Develop a new school reporting process that involves three way conferences each term for all students.
- Continue to work with the AECG and develop links to support our community.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$75918</p> <p>This funding has been allocated to staffing to support teachers and students with the development of students with Aboriginal backgrounds.</p>	<p>Personalised Learning Pathways</p> <p>Student and teachers trialed recording their goals using the MGoal program. This allowed for each goal to be broken into small achievable steps and visible to all.</p> <p>Student Support</p> <p>School Learning Support Officers (SLSO) were employed to assist students to develop their skills in literacy and numeracy.</p> <p>Aboriginal Dance Group</p> <p>This year the dance group have been learning new cultural dances. The program was extended to all students at the beginning of Term 3 to allow our junior students to enjoy this experience.</p> <p>Aboriginal Studies</p> <p>A once a week elective was offered, students and their families opted into the sessions, it included students from Year 3–5. These students will continue to be offered this elective for three years as they study Local Aboriginal Culture. This program included an excursion to Baiame Cave at Milbrodale.</p> <p>Deadly Cooking</p> <p>Twelve students participated in the Deadly Cooking program offered by New England Health, supported by the school and local AECG</p> <p>Staff Development</p> <p>All staff had the opportunity to become familiar with the Dillybags Resource to complement their teaching and student learning within the classroom.</p> <p>Two staff members participated in the Jarjums training offered by AECG.</p> <p>Representatives attended all AECG meetings.</p> <p>Technology Initiative</p> <p>Purchase of new devices and programs for students in Stage 2 to support literacy and numeracy development.</p> <p>CCGPS Contribution</p> <p>All schools in the Cessnock Community of Great Public Schools (CCGPS) contribute funding to support Aboriginal Education.</p>
<p>Low level adjustment for disability</p>	<p>\$91508</p>	<p>Learning Support Team (LST) coordinates individual learning adjustments for students. This includes meeting with support for the</p>

<p>Low level adjustment for disability</p>	<p>\$91508</p>	<p>class teacher planning, meeting with parents and external agencies and Regional support.</p> <p>SLSO engagement to support teachers to develop the learning need of students identified with low level adjustments for disability.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$19197</p>	<p>Staffing</p> <p>Time allocated for teacher mentoring on a weekly basis to work with colleagues and executive staff. Early career teachers have attended training and development focusing on planning, behaviour management and curriculum.</p>
<p>Socio-economic background</p>	<p>\$379168</p>	<p>Staffing</p> <p>Employment of additional staff to support the development of literacy and numeracy skills across all grades at school. This included the appointed of an Instructional Leader (Deputy Principal) to support training and development, support K–6 and wellbeing.</p> <p>Training and development</p> <p>Staff have had the opportunity to attend Language, Learning & Literacy (L3) and L31 (Year 1) training to assist with the development of literacy. PLAN data collected and collated every five weeks driving teaching cycles. This has allowed staff to monitor progress and development of all students Kindergarten to Year 3. All staff have attended training for ‘Seven Steps of Writing success’. The first step of the process, ‘Sizzling Starts’ has commenced with the students work displaying a higher usage of adjectives and complex sentences to capture the reader’s attention. Targeted Early Numeracy (TEN) training commenced for K–2 staff which has seen staff embed strategies into lesson delivery.</p> <p>Staff mentoring</p> <p>Quality time provided for all staff K–6 for the development of teaching skills, looking closely at the teaching and learning framework.</p> <p>Transition Programs</p> <p>Implementation of Clever Kids and the maintenance of Kindergarten Orientation as a transition to Kindergarten process has resulted in a smooth transition for 28 Kindergarten students into classes for 2018.</p> <p>"Stories" implemented with a community organisation. A program focused on improving community members abilities as the educators of their children.</p> <p>SLSO Employment</p> <p>SLSO to support teachers’ implementation of</p>

Socio-economic background	\$379168	<p>educational and wellbeing programs within the classroom and playground settings.</p> <p>CCGPS Contribution</p> <p>All schools in the Cessnock Community of Great Public Schools (CCGPS) contribute funding to support speech screening offered to students through LMG.</p>
Support for beginning teachers	\$44413	<p>Staffing</p> <p>All beginning staff were provided with a School Based Induction Program that is accessed by beginning staff giving them direct contact to mentors and executive staff in conjunction with the Strong Start, Great Teachers program. This program sits alongside the Great Teaching, Inspired Learning reforms to ensure beginning teachers receive high quality support in their entry to the profession.</p>
Early Action For Success (EAfS)	\$124310	<p>Staffing</p> <p>Instructional Leader position.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	105	124	136	136
Girls	94	104	128	128

Abermain Public School student enrolments continue to rise. This year the school has established eleven classes. The school ceiling for the eleven classes will be 275. This represents total enrolment of 282 minus 7 students (one student per grade). Due to the increase of enrolments during the year the school has reached the enrolment ceiling.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	94.2	93.5	93.6
1	94.5	93.1	93	93.7
2	94.3	93.1	91.1	94.7
3	92.5	91.3	92.9	92.1
4	90.1	92.1	91.3	91.3
5	92.6	88.5	93.1	91.6
6	91.5	89.8	87.6	93.2
All Years	93.2	91.9	91.8	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Abermain Public School has a high expectation for student attendance. Class rolls are marked and submitted by 10:00am each day. Parents of absent students are contacted to seek an explanation for the students' absence. Students with prolonged absentism are contacted by phone where possible. If contact is not

made with the parents a report is made to the Home School Liaison Officer (HSLO) and /or the Mandatory Reporter Guide will be run to seek further direction.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.45
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.72
Other Positions	0

*Full Time Equivalent

Abermain Public School has no permanent staff members that identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Abermain Public School staff have received extensive training throughout 2017 this has included: Learning Management Business Reform (LMBR), L3, TEN, Cardio Pulmonary Resuscitation (CPR), Science Technology Engineering and Mathematics (STEM), Jarjums, Seven Step to Writing Success, iPad introduction and navigation. These training and development activities have supported the staff to develop skills to improve student learning.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	348,094
Global funds	133,300
Tied funds	348,692
School & community sources	52,245
Interest	4,555
Trust receipts	6,074
Canteen	0
Total Receipts	544,866
Payments	
Teaching & learning	
Key Learning Areas	6,752
Excursions	2,675
Extracurricular dissections	12,407
Library	237
Training & Development	6,643
Tied Funds Payments	378,142
Short Term Relief	21,032
Administration & Office	61,046
Canteen Payments	0
Utilities	20,959
Maintenance	23,090
Trust Payments	6,036
Capital Programs	24,674
Total Payments	563,692
Balance carried forward	329,268

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	781,124
Appropriation	731,320
Sale of Goods and Services	1,132
Grants and Contributions	48,372
Gain and Loss	0
Other Revenue	0
Investment Income	300
Expenses	-478,027
Recurrent Expenses	-478,027
Employee Related	-241,451
Operating Expenses	-236,576
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	303,097
Balance Carried Forward	303,097

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Remaining funds are committed to salaries, technology– purchase of equipment, utilities and operational costs.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,942,645
Base Per Capita	40,346
Base Location	0
Other Base	1,902,298
Equity Total	546,595
Equity Aboriginal	75,918
Equity Socio economic	379,168
Equity Language	0
Equity Disability	91,508
Targeted Total	67,520
Other Total	147,052
Grand Total	2,703,811

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy

2017 data showed that the Average Scaled Score Growth for Year 5 Reading at Abermain PS was 77.4 compared to 78.2 for All students State level.

NAPLAN – Numeracy

The school aims to increase its percentage of students in the top two bands as data indicates that further development is required to ensure students perform at a higher level.

My School website

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two

- Year 5 Aboriginal students in the top two bands represented 9.1% compared to 7.5 % for the state.
- The percentage of Year 5 Aboriginal students in the top bands for reading were positive with the school recording 8.3% compared to the state of 14.3%.
- The school will continue to develop its Year 3 Aboriginal students in order to increase their representation in the top two bands.

Parent/caregiver, student, teacher satisfaction

This year the school sort community feedback regarding the effectiveness of communication systems within the school. We had 40% (63 out of 155) of our parents return the communication survey. Results indicated that 60% of these families preferred to receive the Newsletter electronically and 46% of these families used the school app and 44% sometimes use the school website.

The Tell Them From Me (TTFM) survey which was responded to by 41 parents. Of these parents 53% indicated that text messages were a useful forms of communication. The survey also indicated that 45% of those surveyed found the school newsletter helpful. Both forms of communication are embedded to support community engagement.

Policy requirements

Aboriginal education

Abermain Public School has fifty-eight students who identify as Aboriginal or Torres Strait Islander. These students have been supported in their education by the completion of Personalised Learning Pathways in consultation with students, parents and classroom teachers. These Pathway Plans reflect the student's learning goals and current abilities, including specific learning targets.

Aboriginal perspectives are embedded throughout the curriculum and have a strong focus across all learning at Abermain Public School.

Two teachers participated in the Jarjums program then shared their knowledge with staff during staff development activities.

Staff utilised the Dillybag resource to revise policy and access learning material. All staff were provided with a copy of the "The Aboriginal Cultural Resource Book" to assist with knowledge of the local area.

The school continued its commitment and support of the AECG bringing together school and community leaders to pursue educational excellence with a strong focus on high expectation.

This year was the fifth year for the Kullaburra Awards Ceremony to celebrate excellence in Aboriginal Education. Several awards were presented to students at Abermain Public School for Attendance, Academic Excellence and Leadership.

This year the Cesnnock High School and Abermain Public School combined to hold a very successful Harmony Day and NAIDOC week of celebrations to bring awareness to cultural integration.

Multicultural and anti-racism education

Departmental policy is embedded within school policy and culture. Personnel are trained and allocated roles. The school community strives to acknowledge, understand and celebrate diversity. Positive Behaviours for Learning support an inclusive school environment. Multicultural perspectives are systematically embedded through units of study. Units for 2017 included extensive study of Family, Australian Identity, Working Together and Local Environment