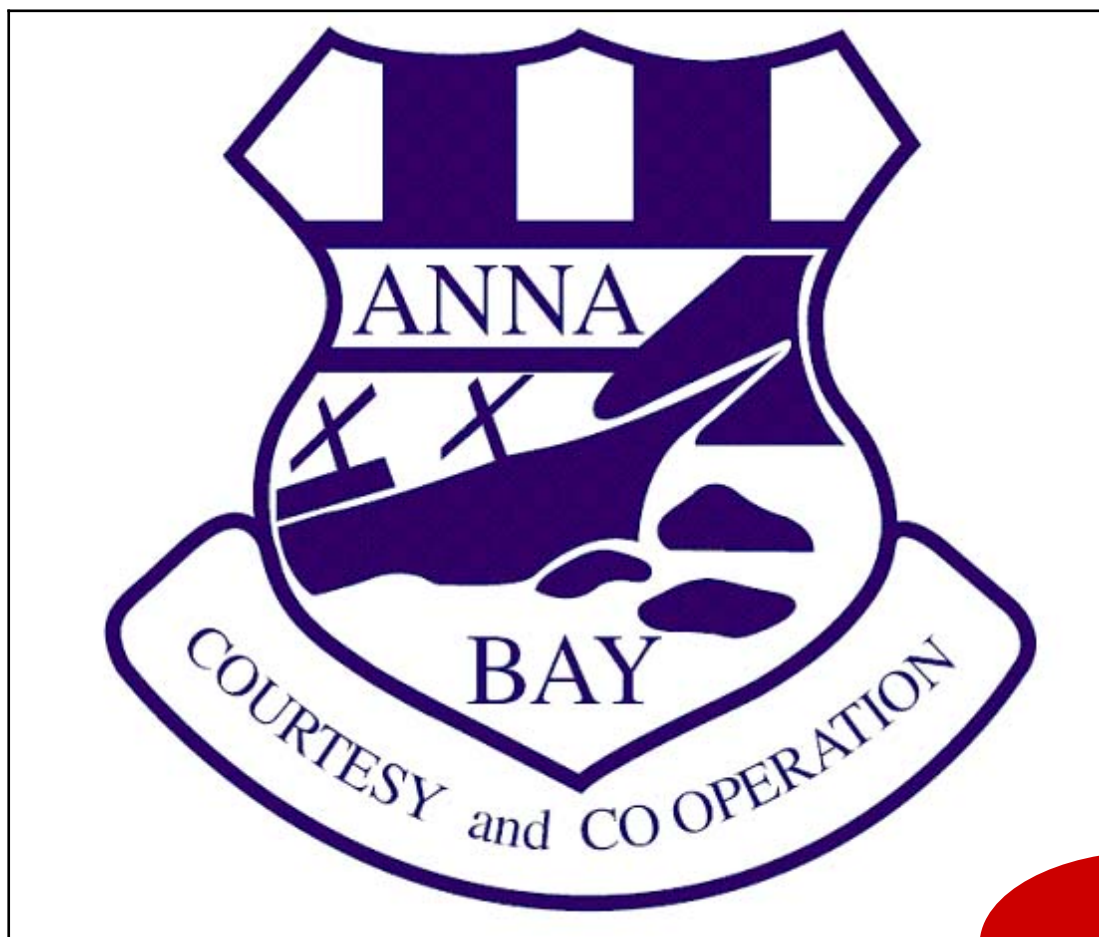


Anna Bay Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Anna Bay 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.

M Freeman

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School background

School vision statement

At Anna Bay Public School we aim to create a learning community where all children feel that they belong and are safe and happy to attend each day; that they are supported to learn at their own rate within an engaging and stimulating environment and that learning is a positive partnership between students, teachers and parents

Our vision is underpinned by three key expectations

1. Courteous
2. Cooperative
3. Ready to Learn

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 330 students which varies both up and down throughout the year as families move into the area for seasonal jobs, availability of affordable housing and families seeking a 'sea change'.

A dedicated and experienced staff are committed to excellence in student learning and have high expectations for the learning and behaviour of all students. Staff implement the Quality Teaching Framework through data-driven planning, programming, assessment and reporting, interactive technology and strategic implementation of the new syllabus materials. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements and growth.

Students are provided with and excel in a wide range of extra-curricular activities in creative arts, public speaking, environmental programs, music and sport. The school and community work in close partnership to provide these opportunities to all students. Strong community links with parents, local businesses and sporting clubs help consolidate our programs and assist with building leadership and social responsibility.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years. The learning community coordinates a number of initiatives including a bi-annual music festival, sporting events, middle years projects as well as wellbeing programs like 'You Can Do It' and Positive Behaviour for Learning.

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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The use of PBL has created a positive learning culture amongst staff and students. The fundamental importance of wellbeing is to engage students in their learning within a culture of respect, courtesy and cooperation. Staff's capacity to meet individual learning needs and to teach new curricula has been strengthened through individualised Teacher Professional Learning, the Performance and Development Framework and the analysis of data. Increased exchange of educational and student welfare data across the school has improved teacher collaboration, student knowledge and community connections. In the Learning Support Team process, students with higher learning needs have been identified and their parents included in planning and supporting their learning directions. Local indigenous programs continue to be implemented with the assistance of and advice from Aboriginal parents, the Murrook Cultural Centre and the Youyoong AECG.

In the domain of Teaching, our major focus has been on collaborative practice for staff members. Staff members have worked collegially in relation to planning, teaching and growing as a team in each of our stages. The use of technology

for learning has enhanced the delivery of Literacy and Mathematics, and has improved the teaching experiences for the future focussed learner. Importantly, staff are developing and implementing evidence based practice through reflection, evaluation and data analysis.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The effectiveness of the implementation of our key strategic directions has been due to a strong foundation of leadership capacity building for both staff and students. Together this has created a dynamic school learning culture.

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

Enhancing the quality of student learning

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 and prepares them for life in the 21st century

Overall summary of progress

Professional learning was undertaken by all staff to improve the learning experiences of their students. Training included coding and robotics as well as a course on understanding the brain. Teachers gained a greater understanding of learning strategies to engage students. Coding sessions enhanced digital literacy, critical thinking, problem solving and collaboration. Classroom observations have shown staff employing these 21st century learning skills in multiple curriculum areas.

Continuum data was updated consistently throughout the year. The data was monitored and assisted with tracking student growth and areas of need. Stage teams regularly shared student results to identify students who needed further intervention to improve their progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Minimum 85% achievement across all components of the PBL School Evaluation Tool.	\$5000 (awards, courses and salaries)	The PBL School Evaluation Tool (SET) was completed in 2016 with an achievement above 85% across all components. Feedback from the SET continued to be used to guide the PBL action plan. As a result of this achievement, the PBL team decided to move in the direction of PBL Classroom. Two teachers were trained in 2017 and will be employed early 2018.
Classroom observations confirm innovative teaching and learning practices to stimulate a range of intelligences to prepare students for the 21st Century	\$26,000	Technology use has been observed across many teaching and learning experiences. Google apps for education have been used to promote collaboration, problem solving experiences and instant feedback. BYOD has been halted this year due to concerns over costs as well as staff's need for further planning. STEM learning promoted through whole school Robotics and Digital Literacy workshops. Robotic kits used within classrooms.
Students' progress at grade appropriate or individual program levels as measured against the literacy and numeracy continuums.	\$38,000	Continuum data was regularly updated in literacy and numeracy. This information has been used to inform Learning Support Team practices as well as teacher programs. M Goals has been used for Aboriginal students to monitor achievement of goals and expectations. PAT maths data has been used to guide selection of students for the Quick Smart program and to inform teaching and learning programs.

Next Steps

- Developing the 2018–2020 3 year Strategic Plan. The strategic direction will be refocused to excellence in learning.
- Continue to focus on meeting the Premier's Priority to increase the number of students in the top two bands by 8% and 30% for indigenous students by 2019.

- Continued emphasis on analysing data to inform teaching and learning programs.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

To promote, build and sustain the professional learning of all staff members, by creating pathways for teachers and leaders to collaborate, develop, manage and lead systems that support their capacity to enhance student outcomes.

Overall summary of progress

All staff continued to utilise Professional Development Plans to focus on their learning needs and prepare for formal accreditation processes. Several staff continue to work toward Highly Accomplished and Lead levels. Staff have been supported through opportunities to lead and manage across the school. Professional development programs have also been used to support leadership development with executive staff.

Collaborative RFF timetabling was used to allow better stage / grade based colleague planning. As a result there was greater consistency in planning and assessment across stage / grade levels.

PDP processes for non-teaching staff were started. Effective learning packages were developed for these staff members. This enabled and supported all staff to be more effective in their role in the school.

Further training for teaching staff was completed to support evidence collection to meet teacher accreditation requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff accredited at proficient by end of 2017 with a team of staff working towards higher levels of accreditation. All staff responsible for professional learning and meeting the Australian Professional Standards for Teachers by developing an individual professional learning plan.	\$3,500	All teaching staff met the requirements of accreditation at the end of 2017. All staff continued to use PDP processes to plan professional learning and to meet their goals.
Quality feedback systems exist in all aspects of school life including professional observation of quality teaching practise and programming.	\$15,000	Surveys have been used in technology, PBL, Maths, English and Performing Arts. The Tell Them From Me surveys have also been utilised as feedback to inform school planning. Greater feedback was also provided through stage/grade meetings.

Next Steps

- Develop the 2018–2020 Strategic Plan. The strategic direction will be refocused to excellence in teaching.
- Develop new pedagogical framework to include explicit teaching, visible learning, data management and peer review/observation.

Strategic Direction 3

Developing strategic community learning partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships that work together to position the school, the students, staff and families at the forefront of community aspirations and priorities.

Overall summary of progress

During 2017 the school sought to further enhance quality community partnerships through a range of classroom, stage and whole school based activities. These activities included; Education Week Showcase, A.E.C.G meetings, Harmony Day, National Anti-Bullying day, meet and greet BBQ, parent teacher meetings, various P&C functions and events as well as annual assemblies and celebrations. These and other school community activities provided opportunities for parents and teachers to interact in formal and informal situations, strengthening home school partnerships.

Tell Them From Me surveys were again utilised with students, staff and families. High response rates were achieved from students and staff. Responses from parents in these surveys were still low but improved enough for the school to gather data. Other forms of parent response have been captured through various survey tools to support satisfaction and communication levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% or above parents indicate satisfaction with communication between home and school. (Tell Them From Me survey)	\$3,000	Across all seven domains in the Tell Them from Me survey, the school mean score was above NSW government norms. Other measures were also used to determine parent satisfaction, including Skoolbag, Facebook and paper based surveys. Overall parents feel welcomed and are well informed.
80% or above of strategic community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes (TTFM survey).	\$28,000	<p>Strong links were made with the local Aboriginal community via the Murrook Cultural Centre. A cultural program was developed to engage Aboriginal students in learning about country, language and culture. Connecting to Country programs continue to support partnerships between Aboriginal community, staff and students. Our school networks have continued to evolve with parents/ carers/ community through our regular events and activities.</p> <p>In 2017 the school and community partnerships were promoted through staged and regular events. Parents, carers and community were involved in Education Week activities and showcase, School Musical, Anti-Bullying Day, Harmony Day, Fathers / Mothers Day activities, Welcome BBQ and others. The high levels of attendance and involvement demonstrate the support and value of learning at ABPS.</p>

Next Steps

- Develop the 2018 – 2020 strategic plan. The strategic direction will be refocused to excellence in learning.
- Enhance the survey and feedback data collection across the whole school community.
- Greater use of data and feedback to focus on a culture of continual improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21,019	<p>MGoals have been used to develop and keep track of the personalised learning for Aboriginal students. MGoals also provides feedback to parents/carers regarding individual child progress. The goals/plans are collaboratively developed with the class teacher, Learning Support Team, student as well as parent /guardian.</p> <p>Learning support staff have been employed to assist students achieve their learning goals/targets.</p> <p>The Connecting to Country professional learning program has been taken up by a number of staff and community. The program informs about local Aboriginal culture, heritage and people and their aspirations.</p> <p>An Aboriginal cultural program was delivered with the assistance of community Elders, the Murrook Cultural Centre and the local Youyoong AECG.</p>
Low level adjustment for disability	\$159,776	<p>All students who required learning adjustments were reviewed by the Learning Support Team. Students were reported with the Nationally Consistent Collection of Data processes and also supported by the Learning Support Team in school programs. School educational and social targets/goals are being achieved. Targets / goals are modified and reviewed regularly.</p>
Quality Teaching, Successful Students (QTSS)	\$38,000 (including slight funding increase in Semester 2)	<p>Class teachers were regularly released to review and update student achievement results against the literacy and numeracy continuum. The time was also used for teachers to collaborate with colleague teachers / stage teachers, executive teachers, mentors and support staff regarding their own practice and a deeper knowledge of their students' achievement and needs. Teachers and students benefited from this focus through an improvement in the quality of teaching practice.</p>
Socio-economic background	\$120,362	<p>Continued data management / analysis and access to technology tools has enabled staff to better track student achievement and needs, allowing for more targeted teaching, higher quality lessons and 21st century learning skills including critical thinking, problem solving and collaboration.</p> <p>Provision of on-line resources, equipment and software for students as well as ongoing professional learning for teachers has assisted with student engagement, collaboration and new learning opportunities.</p> <p>A greater focus was placed on STEM learning through robotics workshops provided by a university from South Australia. A robotics/digital technologies kit was trialed by</p>

Socio-economic background	\$120,362	<p>staff and students. Students further developed skills in digital literacy and were highly engaged.</p> <p>Staff professional learning was a continued focus. Professional learning was conducted to meet both school and individual learning needs of staff. This has stimulated and improved collegial discussion and work practices, staff confidence and capacity.</p> <p>A 3–6 playground was installed with the financial assistance of the P&C, grants and school contributions. The playground supports the positive social interaction between students and being physically active.</p>
Support for beginning teachers	\$4,063	<p>Funds were received late in 2016 after the permanent appointment of a teacher. The funding was used to support the Professional Development Plan of this teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	199	172	160	159
Girls	149	140	137	143

Student enrolment has remained steady this year as we reached more of an equilibrium state between new Kindergarten enrolments and the transition of senior students to High School. There remains a moderate level of transient enrolments in the school due to the seasonal availability of employment in the area. Projections for student enrolment in 2018 are expected to show growth.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	94	94.1	94.2
1	93.9	93	92.1	93.6
2	93.6	93.9	93.3	93.8
3	94.8	93.9	94.6	92.2
4	94.8	95.3	93.5	93.3
5	92.4	94.4	94.6	92.7
6	92.6	91.3	93.8	94
All Years	93.7	93.7	93.8	93.5
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

Student attendance is closely monitored throughout the year as per departmental guidelines. The school works closely with the Home School Liaison Officer and families who require support with attendance. Our attendance rates continue to be consistent year to year

and are very closely aligned to state averages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.24
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

One member of staff at ABPS identifies as being Aboriginal. ABPS also enjoys a close relationship with the Youyoong Aboriginal Educational Consultation Group (AECG) and with the Murrook Cultural Centre, part of the Aboriginal Lands Council

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	16

Professional learning and teacher accreditation

Professional learning at ABPS is undertaken throughout the year by all members of staff. The professional learning is based on the school plan, Department of Education priorities and mandatory training programs, WHS regulations and individually developed plans made under the Professional Development Planning cycle. Professional learning was available to all staff in the following formats:

* Staff development days; equivalent to five days per year;

* Regular fortnightly professional learning sessions at school;

* Individual / group professional learning courses from external providers;

* Individual / group professional learning courses hosted within the school;

* On-line learning courses developed by the DoE and other providers;

* Membership and participation in professional organisations, including but not limited to: Primary Principals Association, Tomaree Learning Community, Primary Executive Network, Learning and Support Teacher network, Reading Recovery network, PSA – SASS network, GA network and the School Counsellor Network.

In summary, the following activities were undertaken by staff during designated Staff Development Day training times:

* Term 1 – General school business operations and planning, Code of Conduct training, Positive Behaviours for Learning training, 2017 Child protection training, stage based planning meetings

* Term 2 – Accreditation requirements, external validation processes and NESA guidelines, Quick Smart program presentation, Sport and Physical activity guidelines and policy development, stage based planning meetings.

* Term 3 – John Josephs whole day workshop – Understanding the Brain

* Term 4 – The last two staff development days were held as evening sessions throughout the year. Topics covered included: CPR, Anaphylaxis training, Asthma training, Data Analysis and Review.

Other professional learning was also conducted / undertaken throughout the year by individual staff and groups of staff in literacy, numeracy, sport, technology, Aboriginal Education – Connecting to Country, finance, accreditation, WHS and data analysis.

The total cost of professional learning is tabled in the finance section of this report.

During 2017, ABPS had two permanent teachers investigating / pursuing accreditation at Highly Accomplished level. All other permanent teachers were not classified as 'teachers requiring accreditation' at proficient level. No permanent members of staff were maintaining at Highly Accomplished or Lead Teacher level.

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

	2017 Actual (\$)
Opening Balance	192,022
Revenue	3,124,326
Appropriation	2,943,757
Sale of Goods and Services	15,768
Grants and Contributions	161,692
Gain and Loss	0
Other Revenue	0
Investment Income	3,109
Expenses	-2,957,471
Recurrent Expenses	-2,957,471
Employee Related	-2,592,073
Operating Expenses	-365,399
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	166,855
Balance Carried Forward	358,877

2017 was the first year of full deployment in SAP/SALM. For the first time HR funding has now also been included and budgeted at the school level. This addition accounts for the massive increase in school funding and expenses. Changes to funding, payments, budgeting and processes across all finance aspects occurred throughout 2017. These changes have occurred as a result of updates to procedures and processes in using the SAP program.

As we hold funding for the Schools as Community Centre (Gan Gan Centre), our balance carried forward will always contain money that has to be kept aside as their operational funds. Funding is received on a financial year basis whereas the school is funded on an annual basis.

Other funds carried forward cover staffing costs through the summer school holidays as well as savings to replace plant and equipment such as photocopiers, technology and other major plant and equipment that do not occur on an annual basis.

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

Financial summary

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	2,073,438
Base Per Capita	45,389
Base Location	4,514
Other Base	2,023,535
Equity Total	303,622
Equity Aboriginal	21,019
Equity Socio economic	120,362
Equity Language	2,466
Equity Disability	159,776
Targeted Total	201,196
Other Total	182,832
Grand Total	2,761,088

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.

Writing results in year 3 showed 48.5% of students achieved in the highest 2 Bands (Band 5 & 6). Year 5 reading results indicated 18.7% of students achieved in the top two bands (Bands 7 & 8). Overall, in all literacy areas 49.2% of year 3 & 5 students were in the top two bands.

The average scaled growth for year 5 in numeracy was 90.6, where 45.2% of students matched or exceeded their expected growth.

Overall in the numeracy area, 18.8% of year 3 & 5 students were in the top two bands.

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 NAPLAN bands

Due to the limited number of Aboriginal students in year 3 and 5, the data to report on the Premiers Priorities in Aboriginal Education is not able to be published.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about various aspects of the school and its operations. At ABPS various methods are used to collect information including: Tell Them From Me surveys, FaceBook comments and data capture, Web-site hits, Email and letter responses, Paper surveys, P&C meetings, verbally through formal and informal meetings, school events and activities. The following key results have been identified:

* Parents and carers have rated the school above NSW Government norms in all seven measurement areas of the Tell Them From Me survey. The highest rated areas were; School Safety and Inclusivity at School. Parents and carers also noted that while they support learning at home, they want less time allocated to homework activities.

* Students identified that they have high levels of participation in sport and extra curricular activities. They also highly valued schooling outcomes and believe they try hard to succeed through high levels of effort. As was identified in previous years, homework attitudes remain low. This has been linked to high levels of participation in after school activities.

* Teachers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were; Inclusive School, Parent Involvement and Learning Culture. Teachers noted that students are not using interactive technology effectively to provide immediate feedback and progress toward their educational goals.

Policy requirements

Aboriginal education

ABPS is committed to providing quality teaching and learning programs for our Aboriginal students. Students, teachers and LST work collaboratively to develop and implement M-Goals for our Aboriginal students. Each student is supported to identify 3 goals (academic, cultural & personal) which are reviewed term by term. Each week students (Yrs 3–6) participate in a cultural awareness program delivered by a local

Aboriginal representative. AWAKABAL mentors have been engaged on a weekly basis to support (social & academic) younger students in Yr 1. Whole school awareness of Aboriginal identity is promoted through NAIDOC week activities and various events throughout the school year. The Principal and Learning Support Team Teachers attend AECG meetings each term. The M-Goals website is updated with school Aboriginal education initiatives regularly. School staff including teaching staff, office staff and P&C members participated in Connect to Country workshops at Murook Cultural Centre to enhance awareness of Aboriginal culture, policy & perspectives and future direction.

In 2017, ABPS had approximately 8% ATSI students.

Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. Geography and History units played an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.

Other school programs

Provision of Learning and Support at Anna Bay Primary School is delivered in a variety of ways with key focus areas in literacy, numeracy, student welfare, behaviour, Aboriginal Education and community partnerships. We embrace state and national initiatives and priorities including Reading Recovery and the Nationally Consistent Collection of Data for School Students with a Disability. The team coordinates, implements and delivers a number of programs, projects and events throughout the reporting period including the following:

- Provision of intensive support to individuals & small groups
- Provision of support to class teachers
- Coordination of SLSO support
- PLP implementation & development
- Coordination of Aboriginal Student support
- Aboriginal M-Goals implementation & development
- OOH Student coordination & support
- Funded Student coordination & support

- Coordination of Volunteer support throughout the school
- Quicksmart program – Yr 4 & 5
- Reading Recovery Program delivery
- Rotary Reading program coordination – Yr 3, 2, 1
- Chaplaincy program – K – 6
- Seasons for Growth
- Social & emotional support
- Behavioural support
- Transition Activities – PS to HS Yr 6–Yr 7, Preschool to Kindergarten
- Kindergarten – provision of support with Best Start testing, Kinder transition & new enrolment,
- Committee Membership: LST Network meetings, PBL, AECG, Early Years Peninsula Network Committee
- NCCD coordination – collation & submission of ABPS students with disabilities data
- ANZAC annual events – Anzac Day March in Nelson Bay & presentation of wreath
- Coordination of individual projects: Sensory garden & implementation of landscaping for new school gardens, ANZAC Centenary Soil Ceremony, Variety Club XMAS Party for students with disabilities

Community Partnerships: Gan Gan Centre, Murook Cultural Centre, Rotary, Bunnings, ALLAMBI, Banardos, First Chance Early Intervention Centre, Ability Links, Allied Health (Speech Pathology Kinder screening), RSL Sub Branch.

Our Learning and Support Team at ABPS is a focused dynamic team consisting of the Principal, Learning and Support Teachers, the School Counsellor, Chaplain and other relevant parties at particular times, including class teachers & regional staff, who meet fortnightly to collaboratively problem solve in support of our students. Our team works collaboratively with students, teachers, carer/parents, government and non-government agencies to tailor adjusted learning programs for children with identified specific learning needs and assist in the design & implementation of inclusive quality teaching and learning programs. ABPS LST collaboratively develop and implement PLP'S, health plans and risk assessments for K–6 students with additional needs and coordinate support and resources to ensure the students needs are met.

At ABPS Learning and Support Teachers (LASTs) provide a range of services within the school setting including provision of advice, direct support and

resourcing to class teachers and school staff. Advice is provided on intervention and adjustments at both class and whole school level. Direct explicit support is provided to students with identified specific needs including academic, behavioural, social/emotional and physical. We provide direct instruction through intensive individual and small group work to target identified areas of need, both within the classroom and on a whole basis. LAST'S coordinate SLSO support and work collegially with class teachers to provide a team approach to addressing the needs of our students.

LST provides academic and administrative support to students with diagnosed conditions and additional needs and their families, including applications for funding support and specialist stakeholder coordination. As a number of our students have identified medical and health conditions we provide disability specific information and recommendations for teaching in accordance with Disability Standards for Education 2005 and in conjunction and consultation with health professionals and other stakeholders.

The learning and support team provides academic testing of students for appraisal of achievement and progress and as a benchmark for establishing educational outcomes.

As we have a number of Out of Home Care students enrolled in our school we are committed to providing Individualised Education Plans for these students. As a team we collaboratively program with class teachers to ensure that each child's specific needs are programmed for accordingly. Using a multi-disciplinary approach, school staff meet with carers, caseworkers and external agency stakeholders to discuss and review identified goals and strategies to achieve educational outcomes.

Learning and Support teachers work collaboratively with class teachers, students, parents and external agencies to provide behaviour support and develop behavioural support plans to assist students to access the curriculum in a positive manner.

In addition, in 2017 LST coordinated, implemented and delivered the programs of Quicksmart, Reading Recovery & Rotary Reading.

NCCD

In 2017 ABPS LST provided data for NCCD which involved collation & submission of information on adjustments and interventions for students with additional needs. Data was collected to be assessed nationally in order to provide a snapshot of all students with disability across all schools in Australia and the adjustments that they are receiving consistent with obligations under the *Disability Discrimination Act 1992* (the DDA) and *Disability Standards for Education 2005*. This data provides education authorities and schools with data to better target programs and resourcing decisions.

Rotary Reading

At ABPS we work closely with the wider community to achieve educational objectives for our students. The Rotary Reading program is part of our holistic approach to reading and a part of our whole school literacy program and as such, it has contributed to the literacy progress of a number of stage 1 & 2 students.

Students participate in the Rotary Reading program each Thursday which involves reading on an individual basis to 8 volunteers from Rotary and the local community. The program assists in the development of confidence, accuracy and fluency in reading as well as providing an enjoyable reading experience for all children involved in the program.

At the August 2017 Education Week Awards, ABPS was the recipient of a School Achievement Award for Rotary Reading. In November 2017 ABPS volunteers & LAST were presented with an 'Immortal Pin' from Nelson Bay Rotary.

Quicksmart

Quicksmart is a theory based, numeracy intervention designed to support numeracy skill development. The program aims to free up the working memory of students so that they can meaningfully engage in demanding school activities including problem solving & computation. It aims to improve students ability to see relationships & reciprocal operations and make the links to transfer knowledge. Quicksmart is designed to make the student respond automatically, ie quick and smart & improve student information retrieval time. It is designed to increase students' strategy use and improve their automatic recall by improving their conceptual understanding behind the fast recall of facts.

NAPLAN data, PAT Math assessment results and teacher collaboration identified a trend decline in our mathematical results. The Quicksmart program offered an explicitly taught program that would involve re-teaching of mathematical strategies & problem solving techniques and provide opportunities for drill and practice. In 2017 we implemented Quicksmart, however we did not identify the lowest achieving students, as they often receive support, but wished to build the capacity of our middle students & improve their knowledge & skills which we anticipated would then boost confidence & fluency. Students who have confidence & fluency can then direct their efforts into the higher order processes – eg solving math problems.

An evaluation of student survey results has demonstrated improved attitude and motivation towards mathematics, improved understanding of mathematical operations and in students ability to undertake mathematical problem solving tasks. Many of the students participating in the program have stated that they have a greater understanding of maths concepts and improved ability to see patterns in math. Students are always eager to engage with the program and keen to improve their scores each day. Each students achievements are recorded daily both manually and graphed on computer. Students have also commented

that they have been able to share their new knowledge with their peers in the classroom and have become class mentors as many other students are now asking for their help with mathematical tasks. Parent feedback on the Quicksmart program has been very positive.

LST contributes weekly to school newsletter with Quicksmart mathematical tips.

In March 2017, 21 Yr 5 students were identified to enter the program as a result of analysis of the following data:

- PAT Maths (Years 2–6 tested early Term 1)
- Previous NAPLAN results
- Teacher identification
- Regular attendance records

The program consists of 2 students per group x 3 sessions per week x 30 minutes. Three staff delivered the program consisting of 2 teachers and one SLSO. Yr 5 students exited the program end Term 3 2017. In Term 4, 2017, twenty Yr 4 students were identified to enter the program and continue into Term 1, 2018. This intake consists of 2 students per group x 3 sessions per week x 30 minutes x 30 weeks.

The Quicksmart program is part of a whole school initiative to improve mathematical outcomes for all students. It has been implemented in 2017 in conjunction with the whole school automaticity program.

Reading Recovery

Reading Recovery is a research-based intervention with the prime goals of accelerating literacy learning and reducing reading and writing failure difficulties by targeting students performing in the lowest 20% of Year one. Reading Recovery implementation is systematic and comprehensive. It encompasses professional development for teachers, a network of professional support for teachers and administrators and a research and evaluation component to monitor program effectiveness and ensure accountability. Reading Recovery identifies students experiencing reading and writing difficulties after their first year of school. The program provides an intensive, individually designed and individually delivered series of lessons for 30 minutes each day. It is supplementary to the ongoing literacy activities in the classroom. By intervening in Year 1, the second year of school, Reading Recovery can prevent a cycle of failure for students at risk and through intensive daily instruction, generally brings the lowest literacy performers up to average classroom levels within as short a time as possible. The programs goal is for students to fully participate in classroom activities with their average peers.

Students are initially tested at the commencement of the lesson series to determine their instructional reading level and they enter the Reading Recovery program at this level. Reading Recovery teacher individualises each child's lesson series for instruction

up to 20 weeks. A running record is taken every day and subsequent lesson instruction is developed and customised to the child's needs as a result of analyzing each running record. Through explicit daily one on one teaching, the anticipated outcome for each child on the program is to accelerate that child so that his/she is achieving at same level or higher than same age peers and reaches stage level or beyond by end of Yr 1.

Four students commenced program February 2017 at instructional reading level 0/1.

Three students exited program at or beyond stage level (level 16+) after 20 weeks of intensive daily instruction.

Student No 4 commenced at level 1 and exited at level 13 after 20 weeks. This student accesses adjustments, in-class support & external specialist support for a diagnosed condition.

Four new students entered program in July 2017, at instructional levels 4–6.

All four students have demonstrated accelerated growth in 13 weeks to achieve stage level and beyond (Level 16+).

Skipping

Anna Bay Primary boasts two skipping teams. One is a training team and the other is our fully fledged demonstration team. 'The Anna Bay Rope Burners.'

The Rope Burners are a successful Demonstration Team for the Heart Foundation.

The team performed all over the Hunter Region in 2017 promoting health and fitness. Performances consisted of many Hunter schools, Sydney schools, community events such as Harbourside Haven and Christmas Carols By The Sea in Nelson Bay, The Anna Bay Showcase and our formal end of year Sports Presentation Day.

The teams are trained by Mrs Phyllis Parker. Skipping provides a very beneficial part of our health and fitness program at school. It also develops confidence in students keen to perform and improve skills. It lends itself to routines that involve Brain Gym which exercises both left and right brain.

The program also underpins our PBL welfare program which promotes 'Courtesy, Cooperation and Ready to Learn.

Showcase

The Anna Bay Showcase was a big creative arts performance presentation held in Education Week. It was a highly successful event that promoted the strength of our creative arts in the school. We have very talented students in this area and an occasion such as this allowed students to express themselves. This was also an opportunity for parents to support their children and view their talents and success. Performances included:

1. School Band
2. Junior Choir
3. Senior Choir
4. Anna Bay Rope Burners
5. Aboriginal Dance Team
6. Two duets
7. A PowerPoint of school events.
8. Library Book Fair
9. Visits into the classrooms.

Our Aboriginal Dance Group also performed at the school NAIDOC event and the Community Education Week ceremony at Tomaree Education Centre.

Our evaluation was very positive. Many parents came to the event.

Musical

Anna Bay Primary holds a school musical every two years. This year we put on a performance that was truly outstanding in every way.

The school has a very dedicated and passionate creative arts committee who with staff input held a musical that was inclusive and involved every class in the school. It also had major input from staff members. The musical "Count Me In Too" was written by two of our committee members and had a storyline revolved around inclusiveness and getting along.

We had a sell out night performance and two full house in our matinees. The feedback from our parents and community was extremely positive. The philosophy behind having all children in the musical was to promote confidence and give all students the experience of being in a musical. Those who excel in the area were able to audition for major parts and those who were less likely to perform had a gentle, secure opportunity to take a risk and feel like they had achieved.

Dance-2-be-fit was a dance company that was used to incorporate the choreography for each grade and it was again a huge success. Student feedback was very positive.

The sound and lighting were outsourced by local businesses and helped make it a very polished performance. Evaluations showed a major success. Parents and community were amazed and enormously happy about all children being involved.