

# Pacific Palms Public School

## Annual Report



2017



1551

## Introduction

The Annual Report for 2017 is provided to the community of **Pacific Palms 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.

Melissa Merchant

Principal

### School contact details

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### Message from the Principal

The annual report for 2017 is provided to the community of Pacific Palms 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.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students. We aim to provide a school environment where children feel secure, where they are involved and excited by their learning and where they expect to work hard and enjoy success. As a Bump It Up (BIU) school we have had a strategic approach to professional learning and improvement of reading and numeracy student outcomes this year. This has included a focus on assessment for, as and of, explicit teaching, differentiation, high expectations and problem solving with a strong research foundation. The staff has also taken part in Instructional Rounds and classroom observations and feedback to improve practice and enhance teachers' pedagogical skills and develop a culture of collaboration.

*'The commitment and engagement from all of you was phenomenal. You have a fantastic school and have made great progress on the Premier's Priority. We left Pacific Palms PS with a wealth of information and insight to support the continued work on the Premier's Priority and importantly the positive impact your school is making for children and the broader community. We were very impressed with the commitment, the passion, the thinking and the implementation of the variety of initiatives that you have underway.'* Gabrielle Carrigan Director, DPC Premier's Implementation Unit (PIU)

In 2017 the school was recognised nationally as an innovative school by The Educator Magazine due to our 'collective genius' collaborative approach to innovative professional learning for teachers. This was a validation of our innovation, planning and acknowledgement of our hardwork. Only three public primary schools were worthy of this special recognition across Australia and this was celebrated with staff, students and the broader community.

In 2017 Stage 2 also launched the innovative coding project 'Scratch', collaborating with classroom teachers, IT coordinator and external partner Digitally Infinite. Flipped learning was the focus, where teachers are the activators of learning and students have ownership and student voice. Students shared learning, collaborated online, blogged and emailed with each other at school and at home. At the end of the project we produced a video where students, parents and staff gave feedback indicating outstanding levels of engagement and skill development of students involved.

In 2017 PPS achieved 'Excelling' in value added (information about learning growth of students in schools, after adjusting for the characteristics of the students) for Best Start to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN (Business Intelligence Tool- Scout).

mso-fareast-language:EN-AU">

mso-fareast-language:EN-AU">In 2017 PPPS NAPLAN data showed significant growth in reading and numeracy. State average scaled score growth for reading and numeracy in Year 5 was 78.2%, our students achieved a score of 97.8%. Year 5 Reading in the top two bands was 24% above statistically similar schools. Year 5 Numeracy was 20% above.

mso-fareast-language:EN-AU">

mso-fareast-language:EN-AU">*"On behalf of the PIU I would like to congratulate you and your school on the fantastic 2017 NAPLAN results. Thank you for participating in the Literacy for Learning K-12 Conference with the BIU team. We believe there is great value in sharing PPPS's journey, focus and commitment to Bump It Up with other schools."* A letter sent from Glenn King, Deputy Secretary, Premier's Implementation Unit NSW Department of Premier and Cabinet. August 2017.

At our annual self-assessment and review meeting involving staff, the executive of the Parents' and Citizens' Association and student leaders, the following key features of our achievements for Pacific Palms Public School in 2017 were identified: Staff professional learning, Fete, OOSH partnership, wellbeing focus for students, outstanding sporting achievements, Positive Behaviour for Learning (PBL) was further developed to improve school-wide processes for student wellbeing and quality learning in all classroom settings and strong community support from the P&C.

Finally, I would like to acknowledge the dedication, and professionalism of all staff who remain committed and focused on providing students with the highest standards available in education.

They are continually striving for best practise and always put students first. I certify that the information in this report is the result of a rigorous school-based self-assessment and review process undertaken with staff and parents, and provides a balanced and genuine account of the school's achievements and areas for development.

Melissa Merchant

Principal

## School background

### School vision statement

Pacific Palms Public School provides a quality, inclusive environment where every member of the school community is valued, nurtured in growth and development, and encouraged to become a lifelong learner. Positive and respectful relationships across the school community underpin a productive learning environment. We educate the whole person, attending to academic, physical, emotional and social development. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. There is school wide collective responsibility for student learning and success with high levels of student, staff and community engagement.

### School context

Our school is a growing and dynamic school located in the Great Lakes area of the NSW North Coast, and is only metres away from the beautiful Boomerang Beach. It draws in students from a wide range of socio economic backgrounds. The school population has grown from 230 to 305 over the past 3 years. The school values personal wellbeing within a safe and caring environment. Our teaching staff are highly motivated, experienced and dedicated to providing rich and varied programs to ensure that all of our students receive a quality education. We foster positive relationships, personal effort and a positive attitude to learning and resilience. Wellbeing is a priority for all staff members with the additional support of our Student Wellbeing worker. Parent/community partnerships are valued and supported by the Community Liaison Officer and our P & C. Our curriculum caters for a broad range of interests and needs with a variety of sporting, cultural, creative arts programs and opportunities for students to showcase their talents. An active Learning Support Team ensures that all of our students have the support needed to reach their full potential. We have outstanding community support through our volunteer tutor program, ensuring that all children are provided with an opportunity to achieve success. The school is welcoming and friendly; we work in close partnership with parents and the wider community. We encourage parents to be active participants in school activities and we value their input into their child's education.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 school community is committed to creating quality learning opportunities for all students, as well as supporting their physical, social, emotional and spiritual well-being. Participating in the Bump It Up (BIU) initiative has allowed our school to strategically reflect on teaching and assessment practices across the school and identify improvement measures. We have focused on improving our collection and use of student data by embedding quality assessment practices as a part of our teaching and learning cycle. This has been supported by regular whole school staff meetings and Professional Learning Circles (PLC) where staff are able to participate in rich discussions around pedagogy and best practice. Assessment for, as and of is now embedded across all teaching and learning programs and supported by greater teacher knowledge on improving student outcomes. NAPLAN, CARS and PAT data, have been used to inform teaching practice, allowed us to observe student growth and areas for future development and to inform parents. As a school we continue to reflect on our planning and programming to provide quality teaching practice and opportunities for professional learning in all domains, providing students with opportunities to connect, succeed and thrive.

In the domain of **Teaching**, we have focused on teaching practice in Numeracy by using assessment for, as and of and data analysis to improve student outcomes. All teachers are committed to ongoing development and readily participate in professional learning which is targeted to pursue and maintain the whole school PDP goal of using data to inform teaching. Teachers regularly review data to monitor the effectiveness of their teaching and learning programs, making changes to their practice as required to help monitor student learning progress and identify skill gaps for improvement. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively. As a staff we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Beginning teachers have attended lesson observations at other schools to observe and discuss effective teaching strategies within the year group they are teaching. Classroom observations, instructional rounds and peer visits have occurred across the school and have provided opportunities for staff to reflect on their own practice and be mentored by more experienced teachers.

In the domain of **Leading**, the school acknowledges and celebrates the wide diversity of students, staff and community

achievements. Opportunities are provided for students, staff and the community members to provide constructive feedback on school practices and procedures. Monitoring, evaluation and review processes are part of our school practice. The collection and analysis of data, is used to plan and implement school wide programs and support the allocation of resources, directions for professional learning and performance monitoring and reporting. School executive are engaged in professional learning at leadership level to increase their capacity to drive educational reforms and professional learning of staff.

Mapping and tracking ourselves on the School Excellence Framework has assisted the school to clarify our priorities in developing our 2018–2020 school plan. This will lead to significant improvements in all areas of the school over the next 3 years.

The implementation of the Learning Management and Business Reform(LMBR) has adapted many practices to effectively manage school resources using SAP, EBS on track and central.

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

Positive and dynamic educators delivering quality learning for every student

### Purpose

To build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement. The leadership team regularly collects, analyses and responds to student outcome data to inform decision making.

The leadership team builds a culture of collaboration enhanced by quality planning and decision making processes.

### Overall summary of progress

Positive and dynamic quality learning for every student has been a professional learning goal for 2017. Staff has attended targeted professional learning, participated in Instructional Rounds, collaborated during Professional Learning Circles (PLCs) and staff meetings which focused on the collection and analysis of data.

Melissa Pol, Teacher Quality advisor commented, "Pacific Palms' presentation was phenomenal" in reference to the collegial, well organised and supportive nature of our Instructional Rounds in 2017.

The implementation of the Performance and Development Framework has allowed staff to continue to develop the tools to engage and reflect in establishing the importance of high expectations and goal setting to ensure school improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have a performance and development plan that will be regularly reviewed and updated.	PDPs \$5970 PL \$21352 PLCs \$25 000 Instructional Rounds \$3500	All staff has a performance and development plan that has been reviewed and updated on a regular basis and staff has engaged in professional learning to meet their goals.

### Next Steps

In 2018, collaboration with other schools in our learning community will further facilitate teacher engagement and support the investigation of best practice within our school context and identify the impact of these practices on student learning.

In 2018, we will continue to facilitate targeted professional learning days (Professional Learning Circles– PLC) to provide opportunities to share effective teaching practice, analyse student data and participate in consistent teacher judgement of student work. A 2018 focus will be on the explicit teaching of reading and using a range of effective reading strategies, visible learning goals, questioning, differentiation and high expectations.

## Strategic Direction 2

Self-motivated, engaged and successful students

### Purpose

Our school community holds high expectations for the educational outcomes of our students. As twenty first century learners, our students will learn to collaborate with others, solve problems, think creatively and connect through technology to ensure success in work and in life.

### Overall summary of progress

In 2017, professional learning focused on improving student outcomes and teacher practice in Numeracy and reading. This involved teachers engaging in innovative and collaborative practice around assessment for, as and of and using data to drive teaching and learning. The Bump it Up initiative provided the school with a clear direction and ensured that school resources were allocated to Numeracy and reading and focused on improving student outcomes. We also successfully networked with other schools in our area, allowing us to share practice and reflect on pedagogies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students performing in the top band in Year 5 NAPLAN Literacy (reading) 8% and Numeracy by 12%.	K-2 Support Literacy (SLSOs)– \$46687 x 3	<p>Year 5 NAPLAN results increased by 24.2% in the top band in reading and 2.9% in Numeracy. There was however a 28.1% increase in Band 7 Numeracy results.</p> <p>We allocated professional learning funds to build capacity in using assessment for, as and of learning to drive teaching. Staff collaborated on ideas around best practice in teaching Numeracy in the classroom.</p> <p>Students were encouraged to use a range of problem solving strategies to support their learning in Numeracy.</p> <p>Additional teachers were employed to support the targeted teaching of reading in Stage 2 classrooms.</p>
To achieve a minimum of 65% of students achieving expected growth in Numeracy Year 3 to 5 and 5 to 7.	Bump it Up–\$12840 IT–\$30000	<p>71.4% of students in Year 5 reached the expected growth in Numeracy and 57.5% achieved this growth in Year 7.</p> <p>We revisited the Balanced Numeracy Session to ensure that all teachers were incorporating the essential elements of an effective Numeracy lesson in their teaching and learning programs.</p> <p>We participated in Numeracy lesson observations providing staff with opportunities to give feedback, share ideas and discuss research and pedagogy.</p>

### Next Steps

Our 2018–2020 School Plan will continue to focus on the implementation of the Bump it Up initiative across the whole school. We will build teacher capacity and implement innovative practice around teaching Numeracy and reading. Teachers will use data to drive teaching practice and will develop strategies to support high expectations for all. We will reflect on effective reading strategies across the school and focus on comprehension, vocabulary, phonics, phonemic awareness and fluency.

## Strategic Direction 3

Wellbeing across the school community.

### Purpose

We are committed to creating quality learning opportunities, including strengthening a child's physical, social, emotional and spiritual development. Supporting students at each stage of their development through quality teaching, learning and engagement. This work is underpinned by high standards, clear expectations and counselling and wellbeing resources.

### Overall summary of progress

A positive learning culture was built through explicit teaching of behaviour expectations in a variety of settings to enhancing positive, respectful relationships which creates a caring environment. Positive Behaviour for Learning has begun by developing an environment where students, families and teachers understand the behaviours, attitudes and expectations that enhance student wellbeing.

The employment of a Wellbeing Officer ensures that students needing extra support in their social and emotional development is given explicit support by a dedicated professional. Mel Shoemsmith develops in-depth programs that are written to support each student's individual needs to help strengthen their social and emotional skills.

The Learning and Support team work closely with small groups of students that have been identified by classroom teachers to improve a particular skill using assessment data. The learning and support teacher works closely with class teachers, the wellbeing officer and the counsellor to ensure students receive support when needed, to build on students' individual strengths. We are creating programs to enable us to build on the individual strengths of students and position them to succeed and thrive throughout life.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are aware of school core values and are consistently practising skills taught through PBL.	PBL Resources \$1219 PBL Signage \$13000	Staff participated in professional learning Staff developed PBL whole school documents. Including lesson plans, development of matrix and consequence chart.
PBL strategies are embedded across the school. Student wellbeing is recognised by staff and parents as being integral to effective learning and positive outcomes for students.	LaST \$20000 CLO \$6000	Wellbeing has been recognised and supported by staff through the use of learning and support resources. LaST purchased sensory tools to support students in the classroom. Staff in collaboration with the LaST developed IEPs and PLPs using student data to inform growth. Regularly reviewing and monitoring goals. Parents/carers informed of student goals and communication.

### Next Steps

In 2018 we will continue to implement PBL, with signs displayed around the school. We will develop whole school lesson plans using data to inform problem areas. We will also reward systems established and used consistently by all staff. Our Learning and Support teacher will provide more support to teachers and SLSOs to develop their professional skills in regards to their identified PDP goals. A PBL hub will be established in the Great Lakes area and a new PBL team will be established. We will allocate time and PL to SLSOs and relevant classroom teachers to ensure consistency in regards to their role and purpose. We will also purchase more sensory resources to support our growing number of students with additional needs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14346	<p>Teachers engaged in regular conversations with parents/carers and students around goals and future directions in consultation with the LaST.</p> <p>Support was provided for Aboriginal students to attend cultural performances and school excursions.</p> <p>Funding was allocated to K–2 classes to support the delivery of targeted reading instruction.</p> <p>NAIDOC Week was recognised with a performance by an Aboriginal performer and cultural awareness certificates were presented across the school.</p> <p>All teachers ensured that an Aboriginal perspective was embedded across the KLAs.</p> <p>Aboriginal students from our school and local Aboriginal community members participated in a day long cruise to raise cultural awareness and celebrate their culture and the significance of the area.</p>
<b>Low level adjustment for disability</b>	\$19168	<p>Support was provided to students with the implementation of small group tutoring programs in reading.</p> <p>Teachers were provided with time to discuss student Individual Education Plans (IEP's) with the support of the Learning and Support team (LaST).</p> <p>Funding was used to to enable parents, LaST and class teachers to meet, allowing them to review and discuss student goals and progress of students accessing integration funding.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$23768	<p>Funding was used to release school executive to support teachers with the performance and development cycle and provide targeted mentoring around PDP goals.</p> <p>Executive staff observed teachers' lessons and gave timely and constructive feedback on improvement measures.</p> <p>Time was given to discuss professional goals and complete Professional Learning Plans (PDP). This included goals, implementation, reviews and evidence.</p> <p>Funding was also used to mentor staff and to demonstrate exemplary practice through instructional rounds.</p> <p>Executive staff was released to attend leadership professional learning at the Collegial Leadership network (CLN) meetings three times per year.</p>

<p><b>Socio-economic background</b></p>	<p>\$61474</p>	<p>Funding was used to partially fund the employment of a Student Wellbeing officer.</p> <p>Targeted early literacy support, SLSO support and small group instruction was funded to support student learning.</p> <p>Classroom resources were purchased to support the delivery of Numeracy and reading in the classroom.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$26 000</p>	<p>We have continued to implement a highly effective mentoring program. Funds have been used to provide release for beginning teachers to work alongside experienced teachers in timetabled blocks every week. This time has been used to develop skills and build capacity.</p> <p>The funding was also used to allow beginning teachers to attend professional learning courses, visit other school and observe experienced teachers in their classrooms. The time was used to share resources, mentor in programming and work on projects to assist with evidence for accreditation. As a result teachers have become more confident educators and have fully engaged in the process.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	156	155	177	188
Girls	147	147	147	140

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	94.7	93.1	90.9
1	92	91.2	92.8	89.6
2	94.9	92.8	92	92.6
3	92.4	93.2	91.3	90.8
4	92.8	92.3	92.7	89.8
5	91.9	88.8	90.2	91.7
6	90.9	88.6	86.6	90.3
All Years	92.6	91.7	91.4	90.8
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

Pacific Palms Public School has written an Attendance Guidelines document to be discussed and implemented in 2018. These Guidelines will explain the procedures for all staff to follow that will support improved attendance and meeting of targets. All rolls are marked on Sentral by 9.15 am. Attendance concerns are followed up by LaST (after referral and initial follow up from class teacher) and assistant principal (Strategic Direction 2). Twice a term attendance data is sent to HSLO. Regular attendance updates are placed in the newsletter for parents and carers. Letters of attendance concern are sent home to children at risk and referral to HSLO or a FACs report are made if other strategies have not made an impact.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
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	100
Postgraduate degree	10

### Professional learning and teacher accreditation

Ongoing professional learning has occurred for all stakeholders across the school. All teaching staff participated in 5 professional learning days during the year, SLSOs participated in 2 days and SAOs one full day. In addition we had our SDDs. Staff also meet as part of their mandatory PDP meetings throughout the year. Professional learning was strategically linked to our school plan and provided opportunities for collegial discussions, looking at best practice and current research. Beginning teachers received an additional 2 hours of support each week and were provided mentoring for one hour of this time from an experienced teacher. We had four teachers receiving BT time this year with one of these teachers submitting her accreditation at a proficient level.

As of 2018, all teachers will be maintaining a Proficient

level except for the three teachers who received BT in 2017. There are currently no Lead or Highly Accomplished teachers at the school.

Funding: \$21685 (RAM allocation), \$5970 (Performance and Development), \$3500 (Teacher Instructional Rounds), \$25 000 (Professional Learning Circle Meetings)

## 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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	503,280
Appropriation	460,225
Sale of Goods and Services	0
Grants and Contributions	42,771
Gain and Loss	0
Other Revenue	0
Investment Income	284
<b>Expenses</b>	-223,566
Recurrent Expenses	-223,566
Employee Related	-98,058
Operating Expenses	-125,508
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	279,715
<b>Balance Carried Forward</b>	279,715

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,226,134
Base Per Capita	49,516
Base Location	10,281
Other Base	2,166,337
<b>Equity Total</b>	159,632
Equity Aboriginal	14,346
Equity Socio economic	61,474
Equity Language	3,699
Equity Disability	80,112
<b>Targeted Total</b>	23,240
<b>Other Total</b>	68,287
<b>Grand Total</b>	2,477,293

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.

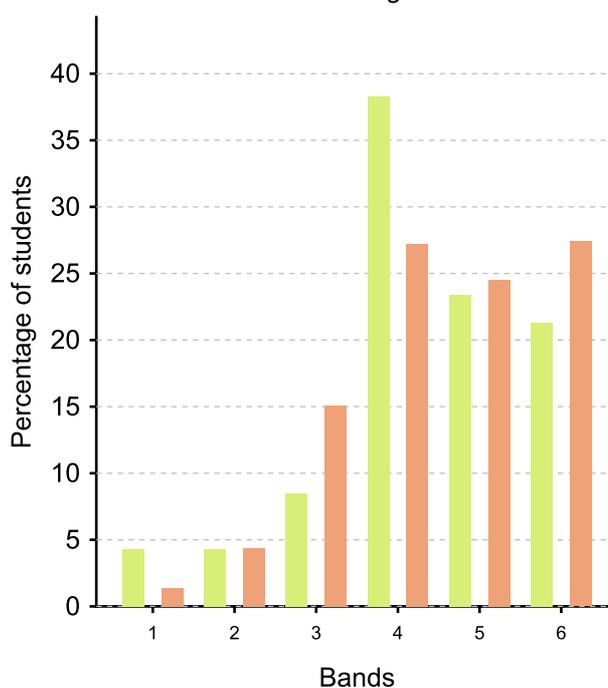
## School performance

### NAPLAN

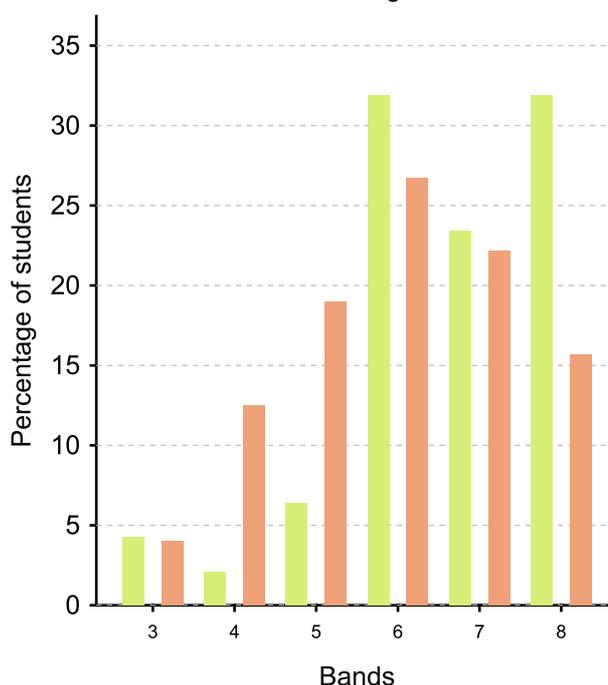
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 5 NAPLAN results increased by 24.2% in the top band in reading.

**Percentage in bands:**  
Year 3 Reading



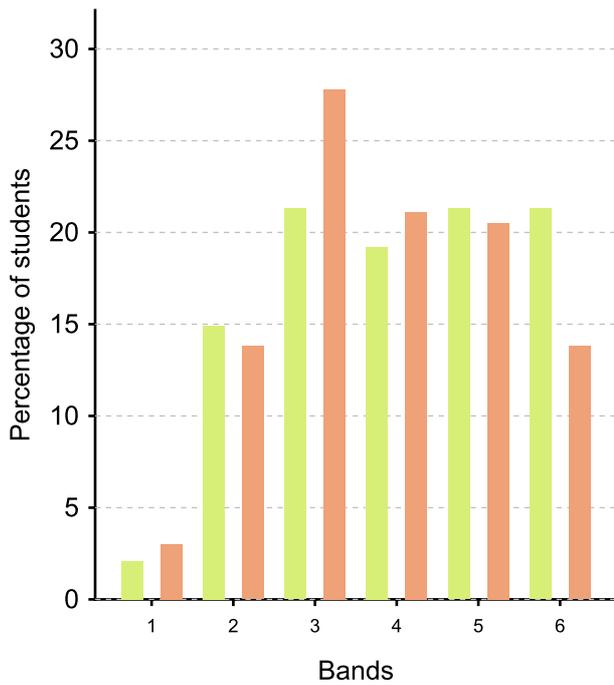
**Percentage in bands:**  
Year 5 Reading



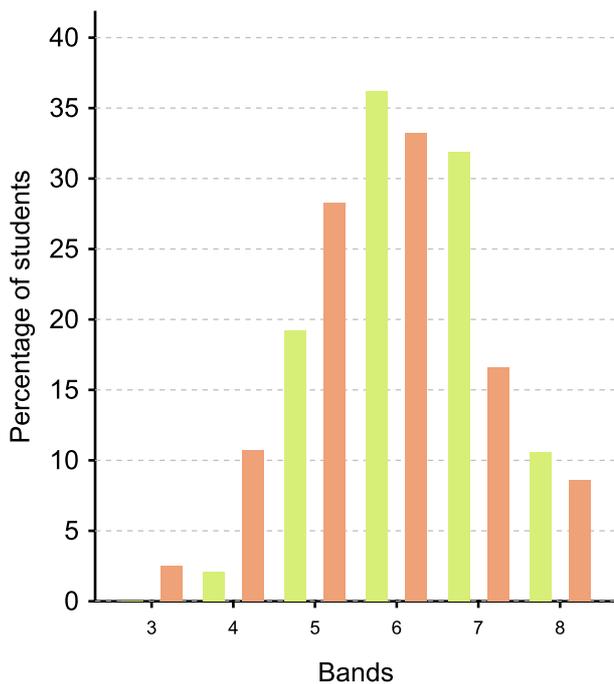
Year 5 NAPLAN results increased by 2.9% in Numeracy. There was however a 28.1% increase in Band 7 Numeracy results. 71.4% of students in Year 5 reached the expected growth in Numeracy and 57.5% achieved this growth in Year 7.

## Parent/caregiver, student, teacher satisfaction

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



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

In 2017, the school gained valuable feedback from parents, students and community members. We held parent focus groups, participated in the 'Tell Them From Me' parent survey and provided a questionnaire to Year 6 and Kindergarten parents. Staff was also surveyed around future directions and professional learning offered in 2017. Students were asked to provide feedback through the "Tell Them From Me" survey and the Year 6 exit survey.

### Students

#### Tell Them From Me Survey Findings

83% of students (Years 3–6) felt a positive sense of belonging

91% of students (Years 3–6) have friends at school they can trust and who encourage them to make positive choices

93% of students (Years 3–6) feel that they do not get in trouble at school or disruptive or inappropriate behaviour

81% of students (Years 3–6) are interested and motivated in their learning

95% of students (Years 3–6) try hard to succeed in their learning.

### Parents

#### Tell Them From Me Findings

8.4 out of 10 parents feel welcome at school

7.7 out of 10 parents feel that two way communications is timely and adequate

7.6 out of 10 parents feel that the school supports learning

8.2 out of 10 parents feel that the school supports positive behaviour

8.3 out of 10 parents feel that their child feels safe going to and from school

7.4 out of 10 parents feel that the school is inclusive

Comments included;

- The school is a very friendly and welcoming place
- The teachers and staff are very dedicated and always looking for ways to enrich the school and children's education.
- There is a lot of opportunity outside regular education, like book week or school musicals, which makes the school a fun place to be for both parents and children
- I feel the teachers and staff are very approachable

- Strong school spirit excellent learning methods and teachers amazing friendly atmosphere beautiful school
- Students are challenged to do well and praised for their personal achievements and successes

### Year 6 Exit Survey Findings

Of the 16 responses all surveys indicated that parents strongly agreed or agreed that they were happy with their child's education, that the school community was warm and welcoming, that staff were approachable and that our well-being programs were effective

Comments included;

- Teachers go above and beyond.
- The school is compassionate, amazing and caring.
- Love how all the teachers know every student.
- The school is small enough to know everyone and big enough to give our children support.
- The school is warm, safe and nurturing.
- PPPS is like a family.

### Forum Feedback on School Plan (2018–2020)

Comments included;

- I'm excited to see where the school is headed. It seems so positive.
- I think you do a wonderful job in communicating to the parents.
- I think the school's new vision supports all facets of learning.
- I think students will love innovative learning and it is an important focus for the future.
- I feel the school makes a great effort to create an inclusive school environment.
- I am really happy with the idea of a GATs program. Love the accountability of everyone in the class having responsibility for their teaching and learning outcomes.

### Staff Questionnaire

Comments included;

- Bump it Up time in Stage 2 has been very valuable and student feedback has been very positive. An opportunity to support small reading groups to build fluency and comprehension. I have seen pleasing growth from students, especially in reading comprehension. Very valuable! I have enjoyed the conversations with colleagues.
- Professional learning on assessment gave me a deeper understanding of assessment types, was very helpful and practical. I am now more confident. It has made me more efficient and succinct. Using pre assessments helps to focus my teaching on specific areas of need for different students and more accurately group students.
- CARS and PAT assessments have allowed me to accurately group students, very effective and beneficial. Allowed for targeted teaching.

## Policy requirements

### Aboriginal education

The importance of aboriginal education and educating all students in the areas of aboriginal history, culture is embraced by the staff, students and community of Pacific Palms Public School. We ensure all major assemblies start with an acknowledgement of country to pay respect to the Aboriginals as being custodians of the land.

Aboriginal background funding was utilised for the development of Personalised Learning Plan's (PLP's) for students of aboriginal background. These personalised learning plans were completed by class teachers in consultation with the learning and support coordinator, students and parents/carers. They are developed to provide future directions, aspirations and specific learning goals in literacy and numeracy.

Students also benefited from individual in-class support which explicitly modelled skills and provided one to one support to ensure students progress in their learning of literacy.

Respect for the role aboriginal culture plays in our community is reflected strongly in many of our school calendar events, including our NAIDOC celebration day in term 2. Throughout this event students celebrated our rich aboriginal history and culture through story telling, art, music and drama. Students also attended a workshop that demonstrated traditional aboriginal survival techniques and heard about the history of aboriginals in our area.

Supported transition program were organised for Aboriginal students transiting to Forster High School. This allowed them to meet aboriginal staff and build positive relationships prior to starting in their new environment.

Financial assistance has been provided to aboriginal families to support them in attending school excursions. These excursions included: swim school, stage 2 camp, NAIDOC performance, Mr Stink, life education and sporting events.

### Multicultural and anti-racism education

In 2017, our current anti-racism officer retrained and updated her knowledge base. Incidents of anti-racism were addressed according to policy and Department guidelines.

Multiculturalism was recognised and acknowledged at the school. We held a Harmony Day assembly where students had the opportunity to wear costumes that reflected another culture. Classes read stories from other countries and talked about cultural diversity. Students also experienced other cultures through their Geography and History units.