

Maitland East Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of East Maitland 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.

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Principal

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School background

School vision statement

East Maitland Public School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their potential.

We shall work together as a whole school community to prepare and inspire our students to be their best in a quickly changing global society.

School context

East Maitland Public School has a long history of providing education in East Maitland for over 150 years and is held in high regard by the local community. The school is situated in the Maitland City Council area in the suburb of East Maitland.

East Maitland Public School has an enrolment of approximately 580 students across 25 classes. Three of these classes make up our multi-categorical support classes, catering for 22 students with a diverse range of special education needs.

East Maitland Public School has a mixture of experienced and new teachers; classroom, library, Reading Recovery and Learning and Support. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility, and Learning.

Our school facilities include; a connected classroom, computer lab, a well-resourced library with a technology focus, large playground areas with play equipment, cricket nets, a multi-purpose hall, and two large covered outdoor learning areas.

Our students have the opportunity to engage in a variety of curricular activities, with specific programs for sport, debating and public speaking. The school band is well-developed and students also enjoy opportunities to be involved in choir, drumming, dance, ukulele and gardening club.

All school programs and initiatives are well-supported by an active parent community and P&C.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning East Maitland Public School (EMPS) is 'Delivering' in Curriculum and Learning; and Assessment and Reporting; and working towards 'Delivering' in Student Performance Measures. We are 'Sustaining and Growing' in Learning Culture; and Wellbeing.

School culture is built upon high expectations for students and teachers. A commitment to deliver on learning priorities, and the consistent implementation of programs and policies to identify, address and monitor student learning needs is evident in practice at EMPS. The teaching and enforcement of student behaviour expectations, relationship building, and the realisation of student engagement takes place. A priority in 2016 and 2017 has been to develop a strong culture of supporting student wellbeing. This is driven by strategic and planned approaches and maintained by a professional, knowledgeable and effective learning and support team. Students are expected and guided to build positive relationships and actively contribute to the school and community. Student wellbeing is also supported by the implementation of planned, individualised and strategic teaching and learning programs. The formalisation of processes pertaining to differentiation and individualisation of student learning opportunities, the introduction of data-driven programs and projects, and teacher professional learning regarding assessment for learning are the drivers towards the building of educational aspiration and ongoing performance improvement. Student assessment data is being used to monitor and track student performance, and to evaluate school performance. Current indications from internal school performance measures are that value-added results are being achieved.

We seek to continue to improve in this area through the ongoing development of teacher understanding and refinement of practice in relation to quality teaching, curriculum planning and delivery, and assessment. We strive for consistency of assessment practice across the school, particularly to guide planning for teaching and learning experiences, using current 'success stories' as models. Through the improvement of teaching practices and student wellbeing initiatives, we aim to continue to gain increasingly improved student achievement results. We look to consistently maintain these high standards and encourage the support and engagement of the wider whole school community.

The results of this process indicated that in the School Excellence Framework domain of Teaching East Maitland Public School (EMPS) is 'Delivering' in Effective Classroom Practice; Data Skills and Use; Learning and Development; and Professional Standards. We are 'Sustaining and Growing' in Collaborative Practice.

The development of quality teacher pedagogy, particularly in literacy and numeracy, is a 2017 focus. Through professional learning, mentoring and peer observations, teachers are supported to understand and implement the most effective teaching methods. Evidence-based teaching strategies are a priority and teachers are becoming increasingly confident to implement assessment for learning practices. Purposeful data collection and teacher analysis of results is more often the driver of teaching and learning experiences. Data is also used to make whole school decisions relating to academic, and social and emotional development. Teacher collaboration is an expectation and is used effectively to develop quality teaching and consistent assessment practices. Collaborative planning, programming, assessing, and teacher development takes place, and teacher confidence to share and have colleagues in their classrooms has increased enormously. Teachers' strengths and interests are identified and used to mentor, model pedagogy and deliver professional learning. Professional learning is aligned with school plan priorities and takes place both externally, but most commonly, internally to school. Through active participation teachers demonstrate their commitment to development as members of the teaching profession. Formal teacher performance and development processes are regularly undertaken and supports to achieve teacher accreditation and maintenance are in place.

Setting explicit learning goals and achievement criteria for each lesson, and reviewing learning with students are areas for 'next step' development. Whole school understanding and refinement of data skills and the effective use of data will be a continuing priority. The building of culture supportive of and encouraging collaboration will continue to underpin all school practices. Professional learning for leadership should take place to support informal opportunities. Whole school practices to support achievement of teacher accreditation are in place. Practices to support teacher maintenance of accreditation have begun but will need to be expanded and refined as all teachers become accredited next year.

The results of this process indicated that in the School Excellence Framework domain of Leading East Maitland Public School (EMPS) is 'Delivering' in Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes.

Leadership practices are aimed at facilitating and supporting sustained and measureable whole-school improvement through having high expectations, and the development and implementation of organisational best practice. Leadership opportunities for staff are facilitated through deliberate and planned construction of whole school strategic direction-based teams, and the building of a culture of collaboration led by initiative and best practice. Parents and community members are invited to engage in a range of school-related activities and strong links between the school and external service providers also support the achievement of student academic and wellbeing outcomes. Professional learning is an ongoing planning and implementation priority. The school is responsive to emerging and changing student and community needs which is reflected in school priorities and articulated in an adaptive school plan focussed on achieving identified improvements. School resources are strategically allocated to support student learning needs and staff performance is regularly reviewed. Expectation regarding achievement of school plan priorities is communicated and reflected through professional development activities, the development of organisational structures based on the school plan, student assessment practices and teacher supervision practices.

Continuing to refine and develop leadership practices and enrich leadership opportunities for students and staff will be ongoing priorities. An increase in active community engagement and provision of feedback is sought, and we aim to further our relationships across the broader community. As processes of school planning, milestone setting, evidence collection, school self-reflection and goal setting continue to develop it is our commitment to demonstrate action with the intent of achieving and evidencing whole school improvement towards excellence in all domains and for all stakeholders. Increasing and varying opportunities for skills related to, and the use of, technology will be a 2018 target and we are currently beginning to explore the more varied and flexible use of learning spaces.

Overall, we acknowledge that improvement can be made in all elements, however, we are extremely proud of our achievement, particularly during 2017, and continue to work towards ever higher outcomes.

Our self-assessment and the external validation 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

Consistent, collaborative, current and high standard educational practices across the school.

Purpose

To ensure learning for all students is continuous and is based on quality educational delivery and consistent high standards and shared professional practices.

Overall summary of progress

Teacher practice reflective of the Quality Teaching model has been enhanced and supported by the introduction of regular and formalised teacher observation processes. Buoyed by professional learning and release from teaching time for observation purposes, 'Go Observe a Teacher' (GOAT) forms part of both teacher professional learning practices and the teacher supervision process. Observations are undertaken by teacher-selected colleagues, an observation focus reflective of school priorities is identified, observation is undertaken and feedback is provided. Through the introduction of GOAT, teachers are more comfortable inviting peers into their classrooms and are developing an appreciation for the value of collegial and collaborative practice. The implementation of quality practices is expected and supported, and increased student outcomes and engagement results.

Professional development to support and facilitate teacher understanding and implementation of formative assessment practice was undertaken by all teaching staff. Formative assessment is routinely undertaken through the Language, Learning and Literacy (L3) program in Kindergarten and Year 1, and the school data team worked to introduce similar quality practice in Years 2 – 6 in the area of literacy, and across the school in mathematics. Pre- and post-assessments are a whole school expectation in mathematics and writing, with scaffolds, examples and collaboration time provided. Five-week 'LearningSprints' in English and mathematics take place. Focussed teaching and learning strategies are planned and implemented for an identified group of students, with clear criteria for student assessment and achievement established. 'Sprint' results are evaluated at the end of each 5-week period before a new 'sprint' is developed. Through supported and explicit whole-school formative assessment practice, more individualised student learning and the facilitation of student achievement can take place.

Through the collection of NCCD data, teachers are reminded of their differentiation practices through an assessment of what adjustments and accommodations they make for students. Professional learning on the formulation of SMART goals was undertaken and an expectation of the use of SMART goals for IEPs, PLPs, and Learning Sprints is in place. Exploration of the different ways of demonstrating differentiation in teaching and learning programs for different key learning areas, assisted teachers to recognise, better understand, and refine their practice. Differentiation is supported by the learning and support team, formative assessment practices, and GOAT observations, and there is a whole-school expectation that differentiation is taking place in every classroom across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data-driven differentiated teaching practice, reflective of the Quality Teaching model, is demonstrated by all staff.	\$149 300 \$29 700 (Professional learning funding) \$98 771 (QTSS funding) \$20 829 (Socio-economic background funding)	All teachers have been involved in regular professional learning relating to best practice and the implementation of specific evidenced-based teaching pedagogies. Learning has been collaborative, hands-on and driven by 'expert' colleagues. The creation of a class-free 'PedagogyMentor' has also enhanced and increased professional learning opportunities. Ongoing data collection and analysis is becoming a more wide-spread practice and is increasingly informing teaching and learning programs. Program differentiation is an area of teacher learning focus and SMART goals are in use for IEPs and PLPs.
An increasing number of students are actively engaged in classroom teaching and learning experiences.	\$51 527 (Socio-economic backgroundfunding)	In addition to the ongoing development of teachers and facilitation of best practice and program differentiation to engage students; contemporary resources have been purchased, our connected classroom has been developed into a technology

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increasing number of students are actively engaged in classroom teaching and learning experiences.		'laboratory', collaborative work practices are taking place, project-based learning is being introduced and two classroom are operating with 'alternative seating' options. Learning and support team, and wellbeing initiatives also support student engagement.

Next Steps

The embedding of explicit systems for collaboration, observations, modelling effective practice and teacher feedback to drive and sustain ongoing, school-wide improvement in teacher practice and student outcomes.

Revision of school assessment and reporting continuum, and the addition of a centralised system for data collection, recording and analysis.

Professional development and collaboration regarding consistent teacher judgement.

Strategic Direction 2

Connecting learning for all students in a dynamic, integrated, holistic and current way.

Purpose

To design a learning provision which is personalised for each student in a way that is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

Overall summary of progress

Teacher engagement in professional learning, learning networks, collaborative practice, and classroom observations supported the introduction and implementation of strategies specifically designed to increase student outcomes in spelling, reading and writing, and to support the implementation of teacher best practice. Teaching Handwriting Reading And Spelling Skills (THRASS) and Seven Steps to Writing Success form the basis of improvement measures. Strategies are supported through appropriate school resourcing, the provision of opportunities to work with and observe an experienced and 'expert' teacher of THRASS, and information/resource sharing with parents/carers. A strong writing team supports the implementation of 'Seven Steps' strategies. Teachers and students have the tools to support student achievement and best practice in spelling, reading and writing. Whole school strategies and a common language are in place.

Involvement in an 'Improving Numeracy Outcomes' project which we successfully applied to participate in, leadership from a strong numeracy team, professional learning, and a high level of teacher engagement, resulted in increased student achievement – particularly in our focus area of problem solving, and increased teacher skills and confidence. Teachers are informed and equipped with strategies to most effectively teach problem solving, and students are provided with explicit prompts and expectations. Problem solving, with a focus on language and Newman's Prompts, is a specific inclusion in weekly mathematics programs.

Implementation of current history, geography and science syllabi takes place concurrently in support of one another, where possible, through the creation of a whole school scope and sequence for subject implementation. The scope and sequence is outcomes-based as opposed to topic-based and brings to the fore the more future-focused skills and understandings included in the syllabi. Through the gradual introduction of project-based tasks, creative thinking tasks, participating in STEM-related initiatives both internal and external to the school, and the purchase of new resources, students are becoming involved in a variety of challenging, collaborative, and engaging learning opportunities. Teachers and students are exploring new and exciting outcomes together.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student outcomes in spelling and writing.	\$92 630 \$16 150 (English language proficiency funding) \$36 740 (Socio-economic background funding) \$39 740 (Aboriginal background loading)	The introduction of programs and strategies (as outlined above) specially designed to support the increase of student outcomes in spelling and writing, and increasing teacher confidence in their implementation, is supporting increased student engagement and achievement in these areas as evidenced by internal data. Student achievement in spelling and writing is also increased by the engagement of additional learning and support teachers and SLSO support.
Increased student outcomes in numeracy.	Funds expenditure outlined above refers to the increase of student outcomes in spelling, writing and numeracy.	Participation in the 'Increasing Numeracy Outcomes' project (as outlined above), the introduction of ability-based numeracy instruction in Years 3–6, and increasing teacher confidence using effective teaching strategies, is supporting increased student engagement and achievement in numeracy as evidenced by internal data. Student achievement in numeracy is also increased by the engagement of additional learning and support teachers and SLSO support.

Next Steps

Refinement, in conjunction with the data team, of whole-school collection and analysis of writing work samples, including the development of marking rubrics and professional learning to aid consistent teacher judgement.

Ongoing development of teacher knowledge and confidence in relation to THRASS, revision of teaching and learning programs & initiatives, and sharing of effective teaching strategies.

Maintain a whole-school focus on the development of quality strategies to teach numeracy and problem solving in conjunction with quality and effective assessment and differentiation strategies.

Strategic Direction 3

Student success as learners, leaders and responsible productive citizens.

Purpose

To develop an approach that builds the capabilities for all students so that they are prepared, engaged and inspired to manage their journey into an ever-changing global community.

Overall summary of progress

Increasing community engagement continues to be an area for development in regard to parents and carers. Engagement from stakeholders within the school is high, ie students and staff, and initiatives to engage parents and carers continue to be ongoing. Many families attend school events such as end-of-year carols, Education Week events and particularly Grandparents' Day, and a small number of parents actively engage with the school via P&C membership, being a classroom helper, and volunteering in the canteen. Engaging parents in workshops to assist student learning and development at home, hands-on activities at school, and increasing numbers attending parent/teacher interviews and assisting via avenues such as those mentioned above, continues to be a school goal. Active liaison with high- and pre-schools as well as schools from where any new students joining our support unit are coming from, is a high priority and achieving transition goals is overall very successful.

Celebration of achievements in relation to meeting school expectations and demonstrating school values is in-built into student wellbeing and management practices. Through the re-introduction of Positive Behaviour for Learning (PBL) processes, highlight of the 'Aussie 5', and a clear outline of behaviour expectations, students and teachers understand school expectations in regard to responsible and productive attitudes and behaviours. Students and teachers are supported by an action plan should expectations not be met which includes regular and ongoing communication with parents. Through positive rewards, the building of a positive school culture, and a current, expanding, and evolving PBL process, students are taught, supported, and encouraged to take responsibility for their actions and decisions, building their personal capacity for the future.

Student wellbeing is strongly supported through learning and support team practices and initiatives. Through the work of the Student Wellbeing, and Learning & Support Coordinator, individual student learning and support needs are identified, provided for and managed. Ongoing relationship building and liaison between school staff, families, external agency providers, and DET wellbeing staff takes place to ensure the highest level of student support possible. Through meeting the learning and support needs of students, wellbeing needs are also supported. Initiatives such as 'Seasons for Growth', 'Shine', peer support, and social and emotional learning are included in the school learning and support plan. Initiatives such as cultural activities, extra-curricular activities, and playground zones for smaller groups of students to undertake teacher-directed play time activities supports the social development of many students. Student wellbeing is of primary importance and meeting the ongoing and changeable wellbeing needs of students continues to be an ongoing priority. Strong learning and support practices and processes are in place providing clear mechanisms for the support of student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in the number of students attending planning room.	\$41 171 (Socio-economic background funding)	In addition to learning and support, and wellbeing support, the engagement of a class-free 'Student Wellbeing, and Learning & Support Coordinator' facilitates the analysis of playground behaviour and activity data and the implementation of responsive actions. Playground 'zones' were created where structured, and SLSO supervised, activities take place to support students who require assistance to engage in positive social behaviours in the playground. Students with identified needs are specifically directed to the most appropriate area. Whole school behaviour expectations and consequences/rewards have been further refined and PBL processes continue to be re-developed and implemented. Both of which support an increase in positive student classroom and playground behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student wellbeing.	\$90 291 \$5 900 (Professional learning funding) \$79 569 (Low level adjustment for disability funding) \$3 047 (Socio-economic background funding) \$1 775 (Aboriginal background loading)	The ongoing engagement of a class-free 'Student Wellbeing, and Learning & Support Coordinator' continues to refine and improve learning and support processes and practices to support student achievement and wellbeing. Students and teachers are supported to achieve student wellbeing through access to SLSO support and informed guidance to plan and provide appropriate support mechanisms. Liaison readily takes places between school, families and outside agencies. Specifically required medical training was undertaken and financial assistance was provided to enable all students to participate in all school programs and activities and do so with dignity. Cultural activities and celebrations are undertaken and teachers engage in wellbeing-related professional learning.

Next Steps

Explore opportunities to further develop/extend external partnerships.

Research and implement different initiatives regarding how to increase parent/carer engagement and develop positive and meaningful home/school partnerships.

Inform and engage the community further in regard to PBL processes, implementation and initiatives.

Continue 'Tell Them From Me' surveys and begin to use the collected data effectively.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$3 000 (carried over from 2016) resources</p> <p>\$47 515</p> <p>\$2 500 teacher release</p> <p>\$27 120 additional learning and support teacher staffing</p> <p>\$12 620 additional SLSO staffing</p> <p>\$3 500 professional learning</p> <p>\$960 bush tucker garden/yarning circle</p> <p>\$815 NAIDOC Week celebrations</p>	<p>Additional resources to support the implementation of Aboriginal perspectives and Aboriginal Education programs were purchased. Teaching programs are enhanced through teachers and students having access to contemporary resources to enrich their teaching and learning experiences.</p> <p>Teachers were released from class to meet with families to develop Personal Learning Pathways (PLPs). Through this process, teachers were able to gain a greater understanding of their students and hence develop a more comprehensive and appropriate document.</p> <p>An additional LaST teacher was employed for 1.5 days per week to expand the learning and support program to cater for targeted Aboriginal students and additional SLSO support was also provided for specific students, one in particular who was experiencing difficulty in regards to behaviour moderation. Students who identify as ATSI have been targeted via the learning and support team following analysis of internal and external assessment data. Where students were identified as not meeting expected stage appropriate outcomes, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p> <p>Ongoing professional learning in Aboriginal education was undertaken:</p> <ul style="list-style-type: none"> – All staff participated in a half-day workshop presented by a visiting Aboriginal Education Coordinator, aimed at providing clarity and understanding about the Aboriginal Education Policy and the incorporation of Aboriginal perspectives. Teachers were supported in a collaborative environment to each devise and commit to the implementation of one way to incorporate Aboriginal perspectives into their classrooms over the following fortnight. In a follow up whole school TPL meeting teachers shared their experiences, providing all staff the opportunity to gather ideas; share resources; discuss 'pluses', 'minuses', and 'areas for improvement'; and celebrate their achievements. – Two staff members attended 'Connecting

<p>Aboriginal background loading</p>	<p>\$3 000 (carried over from 2016) resources</p> <p>\$47 515</p> <p>\$2 500 teacher release</p> <p>\$27 120 additional learning and support teacher staffing</p> <p>\$12 620 additional SLSO staffing</p> <p>\$3 500 professional learning</p> <p>\$960 bush tucker garden/yarning circle</p> <p>\$815 NAIDOC Week celebrations</p>	<p>to Country’.</p> <ul style="list-style-type: none"> – All staff participated in an active professional development workshop on Aboriginal dance. – ‘8 Aboriginal Ways of Learning’ as a whole school framework for effective pedagogies was introduced and will continue to be explored. – Whole school professional learning included a school ‘audit’ against the ‘Aboriginal Education and Training Policy: Turning Policy into Action’. – The Aboriginal Education Team met with representatives from Mindaribba Local Aboriginal Land Council, also enjoying a cultural experience in their museum. <p>Through professional learning and collegial practice teachers are equipped and more confident to effectively and actively incorporate Aboriginal perspectives into their teaching and learning programs. Teachers are empowered to communicate with families with confidence that they are doing so in a culturally appropriate way. Relationships are thus enhanced and increased student outcomes result.</p> <p>A yarning circle is currently being established and the bush tucker garden is being maintained. Initiatives such as these support student spiritual wellbeing, promote Aboriginal identity, and facilitate a sense of community. EMPS is an environment where local Aboriginal community members, cultures, and protocols are respected and valued.</p> <p>NAIDOC Week celebrations included all students participating in hands-on activities facilitated by local Aboriginal community members, both adult and adolescent. A student dance group was formed, tutored and costumed for the occasion. The opportunity for local involvement created a valuable opportunity for community participation, cultural awareness building and support of student learning. The day’s activities, particularly the opening and closing, were well-patronised by a broad cross-section of community members, both associated with the school as well as the visiting facilitators. Community engagement and a celebration of diversity took place, and all students’ knowledge and understanding of Aboriginal histories and cultures was built.</p>
<p>English language proficiency</p>	<p>\$16 150 additional learning and support teacher funding</p>	<p>Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs were assessed. Where students were identified as not meeting expected stage</p>

<p>English language proficiency</p>	<p>\$16 150 additional learning and support teacher funding</p>	<p>appropriate standards, as measured against the NSW Syllabus for the Australian Curriculum K–6, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression.</p>
<p>Low level adjustment for disability</p>	<p>\$79 569 Student Wellbeing, and Learning & Support Coordinator</p>	<p>Students identified as requiring additional learning support have been targeted via the learning and support team. Students were assessed by classroom teachers against the Literacy continuum K–6 and Numeracy continuum K–10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Students received support in any or all of the above areas if identified as a need. Students gained both skills and confidence from the receipt of additional and individualised learning support and continued their learning progression. Individual students have been further supported both in the classroom and playground, and during day and overnight excursions through the provision of Student Learning and Support Officer (SLSO) assistance tailored to specific identified needs. Targeted support facilitated all students being able to fully participate in all school activities.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$49 000 (carried over from 2016) Pedagogy Mentor</p> <p>\$49 771</p> <p>Pedagogy Mentor</p>	<p>2016 & 2017 QTSS funds were combined to fund a 'Pedagogy Mentor' position in 2017. The assistant principal who held this position facilitated comprehensive and focussed support for teachers through collaborative professional learning and mentoring practices across the whole school.</p>
<p>Socio-economic background</p>	<p>\$196 376</p> <p>\$20 431 Student Wellbeing, and Learning & Support Coordinator</p> <p>\$16 000 Reading Recovery/LaST to create a full time role</p> <p>\$1 229 Pedagogy Mentor</p> <p>\$2 047 student assistance</p> <p>\$41 480 additional SLSO staffing</p> <p>\$30 000 connected</p>	<p>Above entitlement teachers were employed to enhance the delivery of learning and support. As detailed above, teachers were engaged in supporting students identified as ATSI, EAL/D, having low level disability, or requiring additional learning and support provisions. As a result of this additional and individualised support, students gained both skills and confidence and continued their learning progression. Families requiring financial assistance for students to attend excursions and to purchase uniforms were supported. Targeted support facilitated all students being able to fully participate in all school activities with dignity and a sense of belonging. To enrich the L3 reading program, additional books were purchased to provide students with an available and wider-ranging library of</p>

<p>Socio-economic background</p>	<p>classroom upgrade \$1 000 medical training \$26 600 professional development \$23 527 resources and equipment \$34 062 carried over to 2018.</p>	<p>books to learn from, enhancing their engagement and experience in learning to read. New technology was purchased and our connected classroom upgraded to a technology 'laboratory'. History and Geography KLA delivery was enriched through the purchase of additional resources. Achievement of school strategic directions was supported through the provision of additional teacher professional learning experiences. Much of this learning was done within the school environment through sharing of professional knowledge, observation and feedback, and collegial work practice. Teachers were also provided with relief for collaborative work opportunities and professional sharing. See milestones for further explanation.</p>
<p>Support for beginning teachers</p>	<p>\$4 063</p>	<p>One beginning teacher in their second year of teaching was provided with one hour additional relief from class each week. Relief was provided to reduce the teaching load of the beginning teacher as well as provide additional opportunities to liaise with others, undertake observations of others or complete work tasks.</p>
<p>Community consultation funding</p>	<p>\$657 (carried over from 2016) SLSO employment</p>	<p>A Student Learning and Support Officer (SLSO) was employed for two days to carry out a parent satisfaction survey via telephone.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	331	348	333	312
Girls	247	282	273	262

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	93.6	93.5	94.5
1	94	93.2	94.3	92.9
2	92.7	93.1	94	95
3	93.8	92.5	93.4	93.5
4	93	93	93.2	93
5	94.4	92.7	93.4	94.2
6	91.8	93.3	91.5	92.5
All Years	93.6	93.1	93.3	93.6
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

Non-attendance at school is initially managed by classroom teachers who follow up absences via telephone or letter home once two days of unexplained student absence have occurred. Should unexplained absences be ongoing, additional contact will be made by stage supervisors. Continued or repeated absence is reported to the learning and support team who follow up as per department policy, including the application for Home School Liaison Program support if required. At all times the school works proactively with families and promotes regular attendance through the provision of a caring teaching and learning environment which meets the individual needs of students, and fosters students' sense of wellbeing and belonging to the school community.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	23.69
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	0

*Full Time Equivalent

The school has five members of staff who identify as Aboriginal; three classroom teachers, and two school administration and support staff.

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	13

Professional learning and teacher accreditation

Professional learning for teaching and non-teaching staff was carried out throughout the year both formally and informally. Opportunities for professional learning included; collaborative practice, observations and feedback, mentoring, working with the Pedagogy Mentor, Performance and Development Plan collaboration, access to external professional learning experiences, and ongoing internal professional learning experiences targeted at achieving outcomes as detailed in the school plan.

Total school expenditure on professional learning was \$66 260.

All staff participated in the following professional learning on staff development days (SDD), including SASS staff as appropriate:

SDD1: Mandatory Code of Conduct update; a playground walk–about (rules, boundaries, expectations etc.); school behaviour management processes and practices; stage–based planning.

SDD2: Complaints Handling Procedures; Mandatory Fraud and Corruption Policy training; Positive Behaviour for Learning (PBL) update; school behaviour management processes and practices; school plan; Term 2 social and emotional learning program; stage–based planning including learning sprints.

SDD3: Teaching Handwriting Reading And Spelling Skills training. (Held on Friday, 17 March in Term 1).

SDD4: Mandatory CPR training; professional discussion with colleagues during 'handover' of students from current teacher to next teacher.

SDD 5: Given up in lieu of Teaching Handwriting Reading And Spelling Skills training on Saturday, 18 March in Term 1).

All professional learning opportunities engaged teachers in improving their skills and understandings, improving their practice, increasing their confidence, bettering collegial relationships and increasing their collaborative practice skills. The intent of all such teacher development is increased student outcomes and wellbeing.

In 2017 there were 4 teachers in the process of gaining accreditation at the Proficient career stage of the Australian Professional Standards for Teachers.

In 2017 there were 20 teachers maintaining accreditation at the Proficient career stage of the Australian Professional Standards for Teachers.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	386,283
Revenue	5,883,416
Appropriation	5,702,617
Sale of Goods and Services	8,225
Grants and Contributions	168,039
Gain and Loss	0
Other Revenue	0
Investment Income	4,535
Expenses	-5,662,355
Recurrent Expenses	-5,662,355
Employee Related	-5,127,790
Operating Expenses	-534,566
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	221,061
Balance Carried Forward	607,343

The school's finance team oversees financial management and related administrative activities through regular communication and established school–wide systems and practices.

A healthy 'Balance Carried Forward' will facilitate a variety of initiatives in 2018.

Intended use of funds available includes:

- Employment of additional learning and support staff to facilitate; a morning session free from teacher RFF, increased in–class learning support in literacy and numeracy, opportunities for student extension through 'gifted and talented' learning experiences, implementation of social and wellbeing programs for identified groups of students.

- Purchase of additional technology to support teaching and learning initiatives.

- Supplementing Planned Maintenance carpeting and painting projects.

- Undertaking grounds improvement initiatives.

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	3,740,703
Base Per Capita	95,373
Base Location	0
Other Base	3,645,330
Equity Total	491,971
Equity Aboriginal	47,515
Equity Socio economic	196,376
Equity Language	16,150
Equity Disability	231,930
Targeted Total	754,626
Other Total	346,530
Grand Total	5,333,830

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 (NAPLAN), the results across the Years 3, 5, 7, and 9 of literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 reading the highest percentage (41%) of students are achieving in the top two bands, with 39% achieving in Bands 3 & 4 and 20% in Bands 1 & 2.

In Year 3 writing the highest percentage of students (56%) are achieving in Bands 3 & 4, with 33% achieving in Bands 5 & 6 and 11% in Bands 1 & 2.

In Year 3 spelling the highest percentage of students (45%) are achieving in Bands 3 & 4, with 34% achieving in Bands 5 & 6 and 21% in Bands 1 & 2.

In Year 3 grammar and punctuation the highest percentage (53%) of students are achieving in the top two bands, with 30% achieving in Bands 3 & 4 and 17% in Bands 1 & 2.

Whilst it is positive that the majority of students are achieving at levels of proficiency in reading, and grammar and punctuation, overall, school priorities must continue to include strategies to increase the

percentage of students achieving at proficiency (in the top two bands) and decrease the percentage of students achieving at or below national minimum standards (bottom two bands) in all aspects of literacy across the school.

In Year 5 reading the highest percentage of students (43%) are achieving in Bands 5 & 6, with 24% achieving in Bands 7 & 8 and 33% in Bands 3 & 4.

In Year 5 writing the highest percentage of students (61%) are achieving in Bands 5 & 6, with 5% achieving in Bands 7 & 8 and 34% in Bands 3 & 4.

In Year 5 spelling the highest percentage of students (53%) are achieving in Bands 5 & 6, with 21% achieving in Bands 7 & 8 and 26% in Bands 3 & 4.

In Year 5 grammar and punctuation the highest percentage of students (45%) are achieving in Bands 5 & 6, with 20% achieving in Bands 7 & 8 and 35% in Bands 3 & 4.

These results reflect an overall increase in the percentage of Year 5 students achieving at proficiency in all aspects of literacy from 2016 to 2017. It must be noted, however, that data was collected over two different cohorts of students. Overall, school priorities must continue to include strategies to increase the percentage of students achieving at proficiency (in the top two bands) and decrease the percentage of students achieving at or below national minimum standards (bottom two bands) in all aspects of literacy across the school.

In Year 3 numeracy the highest percentage of students (65%) are achieving in Bands 3 & 4, with 23% achieving in Bands 5 & 6 and 12% in Bands 1 & 2.

In Year 5 numeracy the highest percentage of students (52%) are achieving in Bands 5 & 6, with 19% achieving in Bands 7 & 8 and 29% in Bands 3 & 4.

These results reflect an overall increase in the percentage of Year 5 students achieving at proficiency in numeracy and a decrease in the percentage of Year 3 and Year 5 students achieving at or below national minimum standards from 2016 to 2017. It must be noted, however, that data was collected over two different cohorts of students in each year level. Overall, school priorities must continue to include strategies to increase the percentage of students achieving at proficiency (in the top two bands) and decrease the percentage of students achieving at or below national minimum standards (bottom two bands) in all aspects of numeracy across the school.

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 accordance with the *Premier's Priorities: Improving*

education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

41.1% of Year 3 students achieved Bands 5 and 6 in reading.

23.3% of Year 3 students achieved Bands 5 and 6 in numeracy.

24.1% of Year 5 students achieved Bands 7 and 8 in reading.

19.0% of Year 5 students achieved Bands 7 and 8 in numeracy.

Parent/caregiver, student, teacher satisfaction

Using paper and telephone surveys, opinions about the school were sought from parents, students (Yrs 4–6) and teachers in early Term 4. The results of all surveys were very positive, which is extremely affirming.

All groups were asked to rate their level of agreement on the importance of 12 major school focus areas/programs/initiatives. In all cases, a level of agreement was indicated, most often far exceeding any level of neutrality or disagreement.

When asked what they valued most about East Maitland Public School (EMPS), each group's attitudes can best be summarised by their top five responses.

Parents/caregivers value our teachers, that EMPS is a 'good' school, that we serve as a community base, the communication that takes place, and that we provide an environment whereby their children want to come to school.

Students value their friends, their teachers, sport, learning, and flexible learning spaces.

Teachers value our students, our supportive staff and opportunities for collaboration, the sense of community which exists, that students are clearly cared for, and the inclusivity of our environment.

The level of agreement on the importance of major school focus areas/programs/initiatives and the variety of responses about what parents/caregivers, students and teachers value about EMPS indicate an overall high level of satisfaction. Parent/caregiver, student and teacher responses to what they value reflect the values and vision of East Maitland Public School.

Policy requirements

Aboriginal education

To promote quality teaching and the inclusion of Aboriginal perspectives and content across key learning areas, the following initiatives and activities were undertaken:

- The formation of a new Aboriginal Education Team;
- Professional learning on the writing of 'Specific, Measurable, Agreed upon, Realistic and Time-based' (SMART) goals to support the writing of Personal Learning Pathways (PLPs) with students and parents;
- The purchase of contemporary resources;
- Targeted Learning and Support Teacher assistance for Aboriginal students;
- Teacher professional learning relating to Aboriginal perspectives, Aboriginal dance, and '8 Aboriginal Ways of Learning';
- Two teachers attending 'Connecting to Country';
- Connections made with Mindaribba Local Aboriginal Land Council which lead to having an elder of the stolen generation become a regular visitor to the school, speaking with students from Years 3–6 first-hand about his Aboriginal culture, history and experiences;
- Through 'Mindaribba', we have also been able to meet local contact people; access local services; build a relationship with their pre-school; gain access to artefacts, and local histories and culture; and seek advice regarding local cultures and protocols;
- All students participated in hands-on activities facilitated by local Aboriginal community members, both adult and adolescent during NAIDOC Week celebrations, in which community members were invited to join;
- A student dance group was formed comprising Indigenous and non-Indigenous students from K–6, lead and choreographed by a school parent;
- The completion of a patchwork quilt designed by an Aboriginal parent depicting the Bush Tucker Garden, which she has been working on with students in various classrooms over the past two years. Families in participating classes entered a raffle to win the quilt during Education Week celebrations;
- An 'audit' of school practice was carried out as a whole school in regard to actions taken related to the 'Aboriginal Education and Training Policy: Turning Policy into Action';
- A yarnning circle is currently being established;
- We now sing the Australian National Anthem using the version accompanied by the didgeridoo.

We have eight Aboriginal students in Year 3 who completed NAPLAN testing in 2017 who achieved a range of results from Band 1 to Band 6 in three out of four areas of literacy tested. Achievement was from Band 1 to Band 5 in the remaining area. Achievement in numeracy ranged from Band 2 to Band 6 in all three areas tested.

We have one Aboriginal student in Year 5 who

completed NAPLAN testing in 2017 who achieved in Band 8 in two literacy areas tested and in Band 5 in the remaining two. With one exception, growth was achieved from Year 3, in two cases growth exceeding the growth expectation. In numeracy, Band 8 was achieved in two areas tested and Band 7 in the remaining area. Growth was only able to be tracked in one area, where growth far exceeded growth expectation.

As a result of school initiatives and activities Aboriginal Education remains an acknowledged area of focus. All students and teachers are educated about Aboriginal histories, cultures and perspectives and current Aboriginal Australia. Effective PLPs are written and reviewed, the school is able to target appropriate cultural experiences, and student confidence and outcomes are increased. Through holding high expectations, employing quality teaching practice, using Aboriginal learning techniques, and providing targeted support Aboriginal student learning opportunities are maximised. Teachers are empowered to communicate with families with confidence that they are doing so in a culturally appropriate way and relationships are thus enhanced. EMPS is an environment where local Aboriginal community members, cultures, and protocols are respected and valued.

Multicultural and anti-racism education

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against any racist and discriminatory behaviours. An anti-racism contact officer is available to support any required disciplinary and restorative measures. Teachers support students to develop an understanding of racism and discrimination through their teaching programs and actions.

Inclusive teaching and learning programs that develop intercultural understanding and promote positive relationships are implemented. Teaching practices recognise and respect the cultural backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. The school promotes a diverse, cohesive and harmonious multicultural society with mutual respect for and understanding of cultural diversity. All parents and community members are invited and welcomed into the school and opportunities are offered for them to share any specific skills or elements of culture through lunchtime student 'master classes'.

In 2017, students learning English as an additional language or dialect (EAL/D) were assisted by learning and support teachers to develop their English language and literacy skills through targeted and specific programs. All students from Years 3 – 6 participated in the annual multi-cultural public speaking competition, for which the school hosted the finals. Multi-cultural perspectives were embedded into class teaching and learning programs, and specific units of work included the study of other cultures and topics related to global

citizenship. Inclusion and positive relationships form the basis of many personal development studies undertaken. As a whole school we participated in Harmony Day and celebrated NAIDOC Week.