

# Marks Point Public School

## Annual Report



2017



3898

## Introduction

The Annual Report for **2017** is provided to the community of **Marks Point 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.

Deborah Hall

Principal

### School contact details

Marks Point Public School

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### Message from the Principal

2017 has been a successful, enjoyable year for students, staff and families of Marks Point Public School. Students have been successful in academic, sporting and cultural events throughout the year.

Our dedicated, talented teachers provided exciting, rich learning experiences for our students. This included a continuation of Powerful Learning, Accountable Teaching (PLAT) to explicitly teach literacy and numeracy concepts and provide students with learning goals and success criteria to achieve their learning needs.

Positive Behaviour for Learning (PBL) was introduced across the school with all students, parents and staff engaged in setting high expectations for behaviour in the school. This program is providing a consistency in expectations and consequences for student behaviour and is having a positive impact on the behaviour of students in the school.

Our active, dedicated P & C have again been very supportive of the school, raising a considerable amount of money to support the school with technology, the school swimming scheme and resources for the school. They also assisted the school with a large donation towards our new play equipment which was installed during the year. We are now saving towards a COLA for the play equipment area.

We continued to work with our local community, participating in ANZAC Day events and NAIDOC Day community events. Our community also enjoyed events at our school throughout the year including the Easter Hat Parade, Mothers', Fathers' and Grandparents' Day and our community carols night.

Our students participated in the first STEM Expo with the Galgabba Community of Schools, displaying their creative and critical thinking skills and our dance group and choir were once again part of the magnificent Starstruck performance at the Entertainment Centre. Both groups also performed at the GalCAPA Showcase with other Galgabba schools.

Our school continues to go from strength to strength and our committed staff work tirelessly to provide the best opportunities for every student in our school. I would like to thank them for their efforts, thank the supportive community and hard-working students for a wonderful year. I look forward to working with them all in 2018.

## School background

### School vision statement

At Marks Point Public School, our vision is for a school which fosters confident and creative lifelong learners through inspired teaching and learning.

### School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 152 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 129. 15% of students are Aboriginal.

A number of programs and strategies have been implemented to target specific outcomes such as Literacy and Numeracy Progressions, Best Start, Language Learning and Literacy (L3), Focus on Reading (FoR), Powerful Learning Accountable Teaching (PLAT) and Positive Behaviour for Learning (PBL). The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs.

The school is a part of the Galgabba Community of Schools with cohesive links in partnership across the six primary schools and high school. These links connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Galgabba Community of Schools and the Marks Point Public School P&C to deliver;

- Quality literacy and numeracy programs;
- Innovative technologies to meet the needs of future focused learners;
- Personalised learning to cater for student's individual needs;
- Explicit teaching and modelling of the school's core values; and
- Innovative programs that embed responsible attitudes and develop active and informed citizens.

## 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:

#### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Marks Point Public School has made significant gains in improving the learning for all students. The implementation of PBL, PLAT, new grammar teaching and learning programs and learning and support procedures has led to greater consistency and high expectations of students across the school. The implementation of PBL has included suggestions and feedback from the whole school community and student response to the high expectations has shown positive results. Learning support processes are well managed with parents actively being a part of their child's learning with

regular meetings held to develop and review learning goals. The implementation of PLAT and new grammar teaching strategies has led to lessons being more explicit and having a positive impact on NAPLAN grammar results in 2017. Continued participation in Galgabba Community of Schools activities and links with the local preschool have ensured Marks Point staff and students are active partners with the local community and provide excellent extra-curricular activities for our students.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Marks Point Public School has developed several quality systems and practices for improving the quality of teaching over the past three years. The use of the Assistant Principal as teacher mentor for beginning teachers has allowed for continued development of skills for our early years teachers. The PDP professional learning program has ensured teachers have well considered goals linked to the school strategic plan and that they have time to engage with the PDP process and achieve their goals. The employment of a Leader of Learning has also been a key factor in developing teaching skills in the classroom with the Leader of Learning working with teachers to ensure best practice in literacy teaching across the school. Collaboration days, which are held regularly throughout the year, allow teachers to develop curriculum, create programs and provide time for consistency in teacher judgement conversations. These strategies have been successful in developing the skills of teachers to ensure the best learning possible takes place in our classrooms.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

Marks Point Public School's leadership focus has been to develop a culture of high expectations through the implementation of key programs in the school including PBL and PLAT. The leadership team has strategically analysed data to inform decision making and developed process, in consultation with staff, to actively engage the community in the learning of students. Resourcing the school with technology and flexible furniture has been a priority over the past three years and has been completed systematically to maximise resources to improve student outcomes. The leadership team has actively sought feedback from staff, students and the community through Tell Them from Me, the Customer Service 360 tool and internal surveys and acted on advice to further enhance the learning in the school.

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

Enhance the quality of student learning and improve student achievement

### Purpose

Every student at Marks Point Public School is engaged in meaningful learning experiences and is developing as a confident and creative lifelong learner, a leader and a responsible, active and informed citizen.

### Overall summary of progress

Marks Point Public School has made significant gains in improving the learning for all students. The implementation of PBL, PLAT, new grammar teaching and learning programs and learning support procedures has led to greater consistency and higher expectations of students across the school. The implementation of PBL has included suggestions and feedback from the whole school community and student response to the high expectations has shown positive results. Learning support processes are well managed with parents actively being a part of their child's learning with regular meetings held to develop and assess goals. The implementation of PLAT and new grammar teaching strategies has led to lessons being more explicit and having a positive impact on NAPLAN grammar results in 2017. Continued participation in Galgabba Community of Schools activities and links with the local preschool have ensured Marks Point staff and students are active partners with the local community and provide excellent extra –curricular activities for our students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A reduction of 10% of students with severe and moderate speech and language delays after LOLA implementation each year.	\$8250	<ul style="list-style-type: none"><li>• A reduction of 20% of students with severe and moderate speech delays has resulted from the LOLA speech program.</li></ul>
A 10% reduction each year in the number of K – 2 students failing to meet benchmarks in literacy and numeracy; 214 PLAN data as baseline.	\$24 000	<ul style="list-style-type: none"><li>• K – 2 students show growth in reading levels. In February 2017, 36 students required Tier 1 – 3 intervention. In December 2017, only 22 students required Tier 1 – 3 intervention.</li></ul>
A 10% reduction each year in the number of Yr 3–6 students failing to achieve expected growth in NAPLAN for literacy and maths. 2014 data as baseline.	\$20 250	<ul style="list-style-type: none"><li>• An increase of 33.1% of students achieved expected growth in NAPLAN grammar from 2014 – 2017.</li><li>• The change in percentage of students achieving expected growth in NAPLAN numeracy was minimal.</li></ul>

### Next Steps

Our next steps for improving student learning will be to focus on personalised learning for all students in the 2018 – 2020 School Plan.

- \* Develop and utilise individual goals with students.
- \* Continue to refine PBL processes across the school.
- \* Develop a student leadership program across the school.



## Strategic Direction 2

Foster quality teaching and leadership

### Purpose

Build teacher capacity through focused professional learning and development that creates a culture at Marks Point Public School in which every staff member is engaged in ongoing, relevant, evidence based learning and practice.

### Overall summary of progress

Marks Point Public School has developed several high quality systems and practices for improving the quality of teaching over the past three years. The use of the assistant principal as teacher mentor for beginning teachers has allowed for continued development of skills for our early years teachers. The PDP professional learning program has ensured teachers have strong goals linked to the school strategic directions and that they have time to engage with the PDP process and achieve their goals. The employment of a Leader of Learning has also been a key factor in developing teaching skills in the classroom with the Leader of Learning working with teachers to ensure best practice in literacy teaching across the school. Collaboration days, which are held regularly throughout the year, allow teachers to develop curriculum, create programs and provide time for consistency in teacher judgement. These strategies have been successful in developing the skills of teachers to ensure the best learning possible takes place in our classrooms.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Annual Staff Professional Learning Survey using Guskey's levels of Professional Development indicates improvement from Collaborative Planning Model using beginning 2015 data as baseline.</li></ul>	\$11 847	<ul style="list-style-type: none"><li>100% of staff indicate professional learning had an impact on learning outcomes when rating on the Guskey Thermometer.</li><li>Staff engaged in collaborative planning for PBL, PLAT, cross curriculum priorities.</li></ul>
<ul style="list-style-type: none"><li>Teaching staff produce and implement a Performance and Development Plan each year.</li></ul>	\$20 250	<ul style="list-style-type: none"><li>Staff engaged with their Performance and Development Plan, with lesson observations and planned release time to achieve goals.</li></ul>
<ul style="list-style-type: none"><li>SAP, SALM and OLIVER are utilised effectively in the school by all staff.</li></ul>	\$6 780	<ul style="list-style-type: none"><li>SAP, SALM and Oliver are all being effectively utilised in the school.</li></ul>

### Next Steps

- Embed systems of professional development into the school culture.
- Continue to collaborate to effect growth and student achievement across the school.
- Continue to provide teachers with quality professional learning as measured against the Australian Professional Standards.

## Strategic Direction 3

Strengthen partnerships and enhance community engagement

### Purpose

The Marks Point Public School community works collaboratively with the local Community of Schools, parents and other agencies to provide a learning environment which is purposeful, engaging, and supportive; catering for the learning needs of all students and community members.

### Overall summary of progress

Community involvement in the school has continued to improve with communication channels reviewed for effectiveness. The school Facebook page continues to be a positive promotional tool. The school website update was delayed until the new format is released in 2018. The Aboriginal Action Team continues to meet and be a valued part of the school community. The school playgroup was established and has been successful in providing a meeting point for parents and toddlers in our community.

The annual school parent survey indicated that parents were very happy with the communication and engagement in the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Annual parent satisfaction survey on communication in Term 3 2015 gives baseline for comparison.</li></ul>		<ul style="list-style-type: none"><li>Community survey indicates communication from school has been effective.</li></ul>
<ul style="list-style-type: none"><li>Aboriginal Action team is formed and provides cultural program for indigenous students each year.</li></ul>	\$8250	<ul style="list-style-type: none"><li>Aboriginal programs are embedded in the school culture.</li></ul>
<ul style="list-style-type: none"><li>Marks Point Preschool rates of attendance at MPPS increase using 2014 as a baseline.</li></ul>	\$2 150	<ul style="list-style-type: none"><li>Rates of attendance are similar to 2015 data.</li><li>The transition program for Kindergarten is successful in introducing school to pre school students.</li><li>Connections with the preschools are strong with visits from students to our school for special occasions and visits from our students to the preschools regularly occurring throughout the year.</li></ul>
<ul style="list-style-type: none"><li>Increase in one level on Community Partnerships Matrix from base levels in January 2015.</li></ul>	\$5 275	<ul style="list-style-type: none"><li>School has increased two levels on the Community Partnerships Matrix.</li><li>The community playgroup regularly has 10 – 20 toddlers attending.</li></ul>

### Next Steps

- Effective partnerships in learning with parents and students continues to be a focus.
- Evaluation of school systems and procedures to ensure effective communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20 792	<ul style="list-style-type: none"> <li>• LOLA Speech Program implemented</li> <li>• PLPs developed for all indigenous students</li> <li>• Cultural classes for indigenous students</li> <li>• NAIDOC Day celebrations</li> </ul>
<b>English language proficiency</b>	\$437	<ul style="list-style-type: none"> <li>• Students from non English speaking backgrounds supported in class.</li> <li>• Results of students on par with other students in the school.</li> </ul>
<b>Low level adjustment for disability</b>	\$18 132	<ul style="list-style-type: none"> <li>• Interventionist employed to assist students.</li> <li>• Learning support processes refined.</li> <li>• Employment of Learning and Support Teacher</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.267 Teacher allocation	<ul style="list-style-type: none"> <li>• Executive member released to support staff with Performance and Development goals.</li> <li>• All staff engaged with Performance and Development goals and achieved goals.</li> </ul>
<b>Socio-economic background</b>	\$96 574	<ul style="list-style-type: none"> <li>• Implementation of Powerful Learning, Accountable Teaching.</li> <li>• Employment of support staff for intervention and training. Student growth continues to improve as a result.</li> <li>• Purchase of future focused furniture and technology.</li> </ul>
<b>Support for beginning teachers</b>	\$30 963	<ul style="list-style-type: none"> <li>• Beginning teachers mentored regularly by experienced teacher.</li> <li>• Provision of professional learning for beginning teachers.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	72	75	74	82
Girls	79	85	76	74

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	93	94.6	94
1	93.4	91.1	95.6	96.5
2	93.3	96.5	94.9	93.7
3	95	92.8	94.7	92.9
4	93.5	93	94.1	95.5
5	93.5	94.2	95	93.3
6	94.4	93.3	94	90
All Years	93.6	93.4	94.7	93.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Marks Point Public School has high expectations for attendance. Our Learning Support Team work with parents and the Home School Liaison Officer to improve attendance for students at risk and students are regularly monitored for attendance patterns and issues.

Attendance is valued across the school with awards presented weekly to classes with high attendance and to students annually for excellent attendance at school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	7.7
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.91
Other Positions	0

\*Full Time Equivalent

Currently, we do not have any staff members who identify as indigenous.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning was undertaken by staff in 2017 to support school goals and directions and also to develop individual goals identified in Professional Development Plans. Our collaborative planning model continued in 2017 with staff having regular time to collaborate and plan to improve pedagogy and student outcomes.

Two teachers are currently at Provisional Accreditation and have started to collect evidence for Accreditation. Three teachers received Beginning Teacher Support funding – two for their first year and one for their second year. These teachers worked with a mentor throughout the year to develop quality classroom practices and effective management strategies.

A Leader of Learning was appointed one day per week

at an Assistant Principal level to provide professional learning and support for teachers to improve pedagogical practice across the school.

Our school administrative staff engaged with the Professional Development Plan process for the first time, setting goals and undertaking professional learning to support the goals.

\$11 847 was spent on professional learning in 2017. A further \$20 000 was spent to release executive staff to assist staff in achieving their Professional Development Plan goals and to employ the Leader of Learning.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	166,440
<b>Revenue</b>	1,743,755
Appropriation	1,675,986
Sale of Goods and Services	5,238
Grants and Contributions	60,956
Gain and Loss	0
Other Revenue	0
Investment Income	1,575
<b>Expenses</b>	-1,742,466
Recurrent Expenses	-1,742,466
Employee Related	-1,525,087
Operating Expenses	-217,378
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,289
<b>Balance Carried Forward</b>	167,729

In 2017, almost all equity funding was expended to support the teaching and learning programs in our school.

New playground equipment was purchased with funds from the school and school P & C. The equipment has been installed and is being used daily by students. Funds have been put aside from the School and Community Funds to save for a COLA over the new

play equipment.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,286,283
Base Per Capita	22,924
Base Location	0
Other Base	1,263,359
<b>Equity Total</b>	176,564
Equity Aboriginal	20,792
Equity Socio economic	96,574
Equity Language	437
Equity Disability	58,762
<b>Targeted Total</b>	67,522
<b>Other Total</b>	147,939
<b>Grand Total</b>	1,678,308

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.

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.

Indigenous students were targeted for intervention throughout the year to improve results in literacy and

numeracy. In NAPLAN 2017, indigenous students in the school achieved results on par with non-indigenous students.

Students in the top two bands for Year 3 reading increased by 62% from 2016 to 2017. In Year 3 Numeracy, student numbers in the top two bands increased by 30% between 2016 and 2017.

Results show an increase of 57% of students in the top two bands for Year 7 numeracy between 2016 and 2017 and an increase of 60% in reading.

## Parent/caregiver, student, teacher satisfaction

In 2017, our community, students and staff completed the Customer Service 360 tool to determine strengths and areas for improvement. Results were excellent with strengths identified in:

- \* communication (rated 2.9/ 3.0);
- \* community partnerships (rated 2.9/3.0);
- \* inclusivity (rated 2.9/3.0).

Teamwork, ethical behaviours and information – quality and ease of use also scored highly, exceeding community expectations, on the survey. Although not identified as a weakness, the scores were lower for the question 'I am often asked about how well the school communicates with me' with an average rating of 3.3/ 5.0 from parents.

The next school plan will aim to address this weakness.

Additionally, the students and parents were surveyed in December to determine what worked well at Marks Point and what would make the school even better. Results included:

### What Works Best

- Parental involvement
- Communication
- Teachers are great
- Peer Support/ PBL
- Community
- Variety of sports

### Even Better If

- More equipment
- Undercover walkways
- Ethics Program
- 

## Policy requirements

### Aboriginal education

Marks Point has a small number of students who identify as Aboriginal.

K – 6 teachers this year embedded Aboriginal perspectives into curriculum areas throughout the year. In 2017, our Aboriginal Action Team continued to focus on developing understanding of the indigenous culture for all students in our school. NAIDOC Day was celebrated in classes with all students engaged in Aboriginal art, singing and stories.

Our indigenous students were involved in cultural activities as part of the Galgabba community of schools this year. One teacher was trained in the Connecting to Country program and shared her knowledge with the entire staff on her return. One staff member also completed the Stronger Smarter Leadership Training program.

The school purchased books in the local Awabakal language to support Aboriginal Education in classrooms. In 2018, we will install two new flag poles to fly the Aboriginal and Torres Strait Islander flags.

### Multicultural and anti-racism education

A multicultural focus has been addressed through all areas of the curriculum, providing programs and perspectives which develop the knowledge, skills and attitudes required for living in our culturally diverse society. Harmony Day has become an important event on our school calendar. We celebrate diversity in culture and advocate tolerance, friendship and empathy. It was celebrated in classrooms this year with all students involved in lessons to celebrate all cultures joining together and respecting diversity.