

Maitland Public School Annual Report



2017



MAITLAND
— PUBLIC SCHOOL —
Where great things happen

3949

Introduction

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

School contact details

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Message from the Principal

Maitland Public School is a school "where great things happen". I was away for most of 2017 managing the implementation of the Learning Management and Business Reform (LMBR) structures across 65 schools in the region. This involved great change for schools through their management of information and finance systems and this process was handled terrifically by relieving principal, Alison Coombs, and her executive support through Denise Cameron, Barry Davis and Kate Harris.

The contents of this report demonstrate the continued success of the school and its students. Enrolments growing by approximately 100 over the past two years is an indicator of the school's status within the local community and the desirability of access to our programs and school environment. And whilst our local demographic reflects significant socioeconomic disadvantage, our academic results are around state averages and show significant improvement over the past few years.

It is a credit to our students, our staff and our local school community that this is such a nice place to be a part of. I know through 2017 I missed it a lot and also know how glad I am to return. 2018 will see the beginning of a new planning cycle, new opportunities and, through our learning environment, new classroom and playground facility development that will set our school up for continued success for years to come.

Maitland Public School is a place "where great things happen". Congratulations to all involved on a wonderful year in 2017.

Kevin Greaves (Principal, Maitland Public School)

School background

School vision statement

We believe in educating the whole child and developing great citizens, great people. We do this by providing innovative and interesting teaching and learning programs, enhanced by quality extra-curricular opportunities, delivered within a high quality, motivating learning environment and engaging our whole community in a partnership in educating our children. We deliver a quality learning experience where we demonstrate our values of respect, responsibility and personal best.

School context

Maitland Public School was established in 1874 as a K–10 “Superior Public School” to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a “school for all” is one that continues to this day.

In the 1950’s, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2017 the school has an enrolment of 380 students with 14 mainstream classes and an IM support class for students with learning difficulties. It maintains a historical link with district structures and still maintains district support personnel in the school grounds. There is also an adult education presence through the DEC as well.

The school has a FOEI of 115, which is probably not fully representative of the socio-economic profile due to incomplete records, but attracts significant low socio-economic funding. 12% of students identify as being of Aboriginal heritage and there is a very small percentage of students for whom English is not their primary language.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

Maitland Public School displays a learning culture that addresses the learning needs of individual students and delivers a learning experience that is exciting and motivating for its students. Although the school is challenged by the breadth of area students are drawn from, there is demonstrated commitment from the whole school community to school improvement and a very positive and respectful school climate.

The school has as the cornerstone of all programs, decision-making and direction the well-being of its students. Student support is embedded in classroom programs and practice and the Positive Behaviour for Learning (PBL) program further reinforces the commitment to support and wellbeing. Students play active roles in school leadership through peer support and student parliament but also take an active role in day-to-day school leadership in the playground and in support through classrooms.

Maitland Public School boasts quality teaching and learning programs within a wide and diverse range of curriculum opportunities. Changes have been targeted to the school timetable in 2017 to better maximise learning time. Focus on Reading (FoR) in Years 3 to 6 and Literacy, Language and Learning (L3) in Years K to 2 provide a scaffold for literacy programs that is complementary and effective across the years. In 2017 the school made the decision to cease graded Mathematics classes in the primary school and to concentrate on quality programs and differentiation for individual students so as to target more and higher quality teaching time and learning experiences.

Teaching

Maitland Public School boasts a very professionally-competent, motivated and collaborative teaching staff who provide

high quality learning programs every day. Teachers, too, are critical and self-aware learners and constantly strive to improve and deliver better and greater opportunities for students. Through targeted funding, an assistant principal has been released from class to lead strategies in teacher development and accountabilities and well as managing and driving curriculum change and development. Teachers constantly analyse their own performance and work collaboratively through classroom visits and professional discussion to ensure that good things happen in all classrooms. The effectiveness of our teaching is best measured in a walk through the school, visiting classrooms, listening to the deep conversations and the respectful interaction and the positivity that radiates from each and every room.

Teaching staff work very collaboratively with school structures set up to support opportunities for interaction and sharing. Teachers often host other teachers in their rooms, both from within and from outside the school. Mentoring support for beginning teachers is provided but the greatest support comes from their peers across the school. Program sharing has seen literacy strategies in K-2 adopted in Year 3-6 and reading programs in Stage 2 implemented across the school.

The Assistant Principal (Curriculum and Teacher Development) co-ordinates and supports each teacher's critical self-analysis of their performance and negotiates professional development plans with every teacher that meet school and individual goals. Each teacher and each Stage group analyses performance to ensure the highest quality of teaching. A school saying is "what works well in one room should work well in all" and positive strategies are shared and implemented constantly. Targets for teacher development and performance are negotiated and support put in place to ensure teachers are the school's leading learners.

Teachers within Maitland Public School are recognised as quality practitioners. They demonstrate a commitment to their craft and the school has a culture of support and collaboration amongst staff. They demonstrate an ongoing commitment to improvement of their skills and pedagogical understanding.

Leading

Maitland Public School caters for a very diverse range of students and a parent body that through work and distance can find it difficult to be able to engage fully in the school. There is a level of trust that is put in the staff and leadership of the school to perform at a high level. Staff strive to meet these expectations and there is certainly a perception within the community that they are performing well. There are strong links with the community and a lot of pride in the school. There is clear evidence of collaboration with other agencies including support agencies. There is engagement with the community and people are positive about what the school offers. Staff are given the opportunity to take on leadership roles and, certainly through the structures the school operates under, staff are also at various times leaders, learners, mentors, supports and guides for learning. There is a clear strategic direction for the school and a commitment to meeting the challenges provided by facilities and the learning environment.

Maitland Public School provides an extensive range of high quality educational opportunities supported by a wide range of extra-curricula opportunities, especially through sport and the Arts This is seen as a particular strength of the school and requires the input of all staff, and the particular leadership of a few, in managing the various timetables and priorities and opportunities for success. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Enhancing the quality of student learning, especially within the development of 21st Century skills and in support for all students

Purpose

To foster the best possible opportunities for learning by developing the skills that will lead to success in the 21st Century underpinned by a base of quality programs in literacy and numeracy.

To provide the support and scaffolds students require in an ever-changing world to experience success both at school, at home and into their future.

Overall summary of progress

In 2017 the focus was on building on the achievements of the previous years and providing some completion to our planning. Classes operated as fully Stage-based entities as the school moved towards team driven curriculum development and delivery and consistency of teacher judgement in assessment. In summary, achievements included:

- full implementation of L3 literacy through Kindergarten to Year 2 and Focus on Reading (FoR) in Years 3–6, providing a scaffold and common language for teacher development and student learning alike;
- full implementation of Positive Behaviour for Learning (PBL) across the school;
- a program of teacher peer support and mentoring, making use of Beginning Teacher funding and supplemented by school resources, to develop a strong cohesive teaching staff culture driven by a shared commitment to improvement; and
- development of a more targeted whole school Learning and Support program including leadership of Learning Support Teams and development of Individual Education Plans for students with additional needs K–6.

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"> • Whole school Year 3 and Year 5 NAPLAN results in literacy and numeracy at or above state average. 	\$36,000	<ul style="list-style-type: none"> • results in Year 3 remain consistent with a positive trend in Numeracy • results in Year 5 showing improvement in all areas with Reading and Writing being particular strengths • results remaining below state average but trending closer
<ul style="list-style-type: none"> • Teaching programs and practices demonstrate an understanding of the pedagogical practices required by 21st Century learners. 	\$26,000	<ul style="list-style-type: none"> • teaching programs are developed collaboratively by staff and delivered consistently across each Stage • learning opportunities reflect a focus on collaboration, problem-solving and creativity within developing flexible learning environments • increased focus on STEM and use of technology for specific purposes • greater evidence of differentiation in class programs and a focus on the individual needs of students
<ul style="list-style-type: none"> • Implementation of PBL program across school. 	\$10,000	<ul style="list-style-type: none"> • all staff undertake regular training and reinforcement of PBL and its implementation • new resources have been introduced included PBL specific signage and logos for awards and publications celebrating student achievement
<ul style="list-style-type: none"> • Attendance of Aboriginal students at an average 94% and NAPLAN results at one band higher than 2016 levels. 	\$6,000	<ul style="list-style-type: none"> • attendance of Aboriginal students in 2017 averaged 97.07% • NAPLAN results of Aboriginal students average between one and two bands higher than those achieved in 2016

Next Steps

In the 2018–2020 plan, we will seek to:

- embed PBL into our school culture
- develop new shared teaching spaces (with six open learning areas to be constructed) and to develop collaborative and creative learning spaces that will support future-focused pedagogies
- strengthen our Learning and Support Team process to address the growing needs of a changing community (less than 25% of students will come from families in the highest 50% socio-economic brackets)
- develop structures and procedures for greater collection of formative data within everyday classroom practices

Strategic Direction 2

Developing quality teachers and leaders, building capacity and pedagogical excellence

Purpose

To develop the professional capacities of staff through professional learning and collaborative practices, aligned to the Australian Professional Standards for Teachers, to provide high-quality teaching and increased student engagement.

To provide opportunities for teachers to enhance their leadership potential and growth as contributors within a collegial culture of high expectations.

Overall summary of progress

In 2017 our school underwent significant change in leadership with our principal Mr. Greaves seconded to manage strategic development across 65 schools, our assistant principal Miss Coombs stepping into the relieving principal role and Mr Davis being appointed permanently into an assistant principal position. Stage-teams were established and all staff were expected to contribute more to school planning and development. Works around building and classroom rehabilitation posed significant challenges but provided too the opportunity for staff to take on new roles and challenges and capacity development, especially around leadership, was very evident through the year.

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">• Staff demonstrate quantitative and qualitative evidence of professional growth against the Australian Professional Standards for Teachers.	\$9,000	<ul style="list-style-type: none">• four staff (26%) moved into higher duties positions through the school year• an increased focus on professional learning including weekly focused staff learning opportunities and significant investment in team professional learning
<ul style="list-style-type: none">• Full implementation of Professional Development Plans for all staff and staff keeping a professional journal to maintain accreditation.	\$4,000	<ul style="list-style-type: none">• all staff developed a PDP in collaboration with their Stage leader that was aligned to individual goals and the school plan• all staff maintained their accreditation with two starting progress towards lead teacher status• professional learning journals kept by all staff
<ul style="list-style-type: none">• Increased involvement by staff in all Stages in relieving in higher duties positions, participation in leadership training and further education and leading professional learning across our school and in others.	\$4,5000	<ul style="list-style-type: none">• four staff (26%) moved into higher duties positions through the school year• 100% of staff led teams in professional learning through the year

Next Steps

In the 2018–2020 plan, we will seek to:

- fully develop professional learning teams through recruitment of permanent staff and development of Stage-based professional learning practice (learning together in school and attending professional development activities as a team)
- encourage and enable staff to move into higher duties positions both in and out of the school
- pursue a focus on creative, collaborative and technology supported pedagogies to best use the learning spaces that have been developed

Strategic Direction 3

Fostering positive and effective networks and partnerships and strengthening ties with our community

Purpose

To improve student engagement and opportunity within a positive and supportive school environment, drawing on the skills and knowledge of the entire community.

To provide the best scaffold for school success, fostering new and strengthened relationships to drive school improvement.

Overall summary of progress

With an enrolment profile of almost 60% out of zone due to availability of classroom accommodation and enrolment procedures, students travel from far and wide to attend Maitland Public School. In 2017 the focus was on the development of a positive ethos for involvement – negative interactions and critical conversation in the playground was discouraged whilst positive contributions to classroom and school activity (through reading programs or special events) was encouraged. The focus is on providing a safe and certain learning environment for our students. When the school gates close, as they do, students, parents and staff are united within our fences in providing the best learning opportunities and positive environment for our students.

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">A structured communication plan is developed and implemented leading to greater community awareness of school achievement and activities as evidenced by media reports and community involvement.	\$2,000	<ul style="list-style-type: none">four staff attended specific communication strategy training in 2017Facebook and Skoolbag became our main communication platforms whilst the newsletter moved to electronic form
<ul style="list-style-type: none">Parent participation in P&C, school-led and provided workshops or training and community forums is more than 10% of families through the year.	\$0	<ul style="list-style-type: none">a "disco and a chat" was initiated to invite parents into the school whilst their children attended after hours activities so they could learn more about the school operation, policies and programslarger community events were held including Steamfest, Carols By Candlelight and information evenings to increase exposure and interaction between staff and parents

Next Steps

In the 2018–2020 plan, we will seek to:

- increase the awareness by parents and community that every moment at school is valuable and that our climate and culture within our gates is critical to the educational success of their children
- provide greater opportunity for parent involvement in positive and structured school activity that benefits all students
- provide greater opportunities for positive and informative learning for parents

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36,353	<ul style="list-style-type: none"> • Speech assessment for all ATSI students. • Staff development – Goals in PDPs • Planning – Aboriginal sensory garden and outdoor classroom (Collaboration with P&C). • Mentoring – Planning mentoring sessions with Aboriginal teacher for 2017. • Individual in class support by SLSO.
English language proficiency	\$2,579	<ul style="list-style-type: none"> • Language support program through LaST/language support • Referral to speech support where required • Working with outside agencies and individual students.
Socio–economic background	\$212,218	<ul style="list-style-type: none"> • Supplementation of staffing allocation to provide Assistant Principal, Curriculum and Accreditation position to develop, co–ordinate and drive staff in pedagogical development across K–6. • Staff training in community building and inclusivity. • Purchase of iPad Apps to supplement technology, allowing students to access learning opportunities in–class wirelessly. • Providing Sport In Schools program for students in K–2. • Providing student assistance so student could attend excursions. • Purchase of interactive TVs within selected classrooms enabling access. by all students to Smartboard technology.
Support for beginning teachers	\$26,000	<ul style="list-style-type: none"> • additional release from class for planning and assessment • provision of a mentor teacher to guide skill development and professional discussion • targeted professional development and networking opportunities • provision of support towards meeting accreditation requirements

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	178	176	175	186
Girls	160	159	181	194

Student enrolments continue to grow. Throughout much of 2017 a waiting list for non-local enquiries has been required and the expectation is that this will continue into 2018. Our graduating class was offset with the number of Kindergarten enrolments. We reached our expected enrolment of 380 supplemented by students coming from Nillo Infants School into Stage 2. We started the year with 14 mainstream classes and we were able to employ an additional teacher to support student learning K-6 during Semester 2 as our enrolments grew.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	94.6	94.3	95.5
1	92.7	92.1	91.8	90.9
2	93.2	93.9	91	92.9
3	94.2	92.8	92.9	93.7
4	94.1	93.3	90.9	94.3
5	95	92.2	94	93.5
6	93.6	94.9	93.4	94.1
All Years	93.8	93.3	92.6	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

Attendance was slightly under the State average at 93.60%. We continued to have a few students on the

Home School Liaison Officer's caseload and their attendance was regularly monitored. Of significant note was the attendance of students of Aboriginal background being well above state and school average at over 97%.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.92
Other Positions	2

*Full Time Equivalent

The teaching staff of the school has grown quite dramatically over the past 12 months going from 13 classes in 2016 to an expected 17 classes in 2018. This has changed our staff composition quite dramatically also with three additional teaching staff appointed to the school through the year. The school also continues to support 5 district itinerant support personnel and an additional 2 counsellors attached to the school but not working within it. The school has one staff member of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

Professional learning opportunities were designed and timetabled after an analysis of PDP's and targeted at teachers goals. The training and implementation around FoR and L3 continued and was supplemented by additional training in trauma, pedagogical improvement in writing, differentiation, innovative curriculum delivery, school report writing, School Excellence Framework Analysis, PBL, mandatory training, Aboriginal Education, staff showcases and staff-led sessions.

Professional Development Plans were completed for all staff. Mentoring relationships continued and Stage-based planning was a priority. Staff were given the opportunity to highlight great programs occurring in their rooms, and visit classes to observe best practice and to assist others in their own self-evaluation. Professional dialogue continued and Professional Learning sessions were collaborative. Staff were engaged and contributed to their own goals and professional development.

Our PBL program was further developed and embedded into our classrooms with universal language and goals across the whole school. Items were purchased to acknowledge levels of achievement by individual students. We held our 2nd PBL presentation assembly with a trophy and monetary award donated by a family from Maitland Public School. Ongoing adjustments to the school PBL program continued.

All staff at Maitland Public School have completed the requirements for accreditation.

Our staff spend many hours researching and learning about future focused classrooms in preparation for the changes coming in 2018.

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.

This summary financial information covers funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	291,659
Global funds	200,382
Tied funds	223,151
School & community sources	103,746
Interest	4,875
Trust receipts	8,471
Canteen	0
Total Receipts	540,625
Payments	
Teaching & learning	
Key Learning Areas	35,001
Excursions	23,299
Extracurricular dissections	47,736
Library	7,074
Training & Development	855
Tied Funds Payments	195,872
Short Term Relief	80,898
Administration & Office	48,541
Canteen Payments	0
Utilities	46,506
Maintenance	12,695
Trust Payments	12,894
Capital Programs	28,631
Total Payments	540,001
Balance carried forward	292,283

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	728,018
Appropriation	648,914
Sale of Goods and Services	0
Grants and Contributions	79,023
Gain and Loss	0
Other Revenue	0
Investment Income	81
Expenses	-351,547
Recurrent Expenses	-309,803
Employee Related	-135,764
Operating Expenses	-174,040
Capital Expenses	-41,744
Employee Related	0
Operating Expenses	-41,744
SURPLUS / DEFICIT FOR THE YEAR	376,471
Balance Carried Forward	376,471

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.

During the 2017 school year, the principal was seconded to lead the implementation of the new school finance and student management systems (LMBR) across 65 schools. At the same time, three staff were trained in the new processes and systems and led the implementation of those processes into the school in Term 4 2017. This involved a shutdown of school financial activity and great professional development and learning for all staff. With critical building works affecting the two main learning areas (Blocks A and D), expenditure of facilities, furniture, resources and structures to support new pedagogical development for staff and learning spaces for students was held in abeyance until their completion.

The financial management of the school is the responsibility of the principal in consultation with the executive group including all assistant principals and

identified staff as well as the School Admin Manager.

Approximately \$200000 is being held over in 2017 to support school facility development and resourcing as well as teacher support and training focused on maximising the use of and potential of the new learning spaces. This expenditure will be accounted for and reported on in the 2018 school financial year.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,410,845
Base Per Capita	56,640
Base Location	0
Other Base	2,354,205
Equity Total	420,568
Equity Aboriginal	36,353
Equity Socio economic	212,218
Equity Language	2,579
Equity Disability	169,418
Targeted Total	184,933
Other Total	550,201
Grand Total	3,566,547

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.

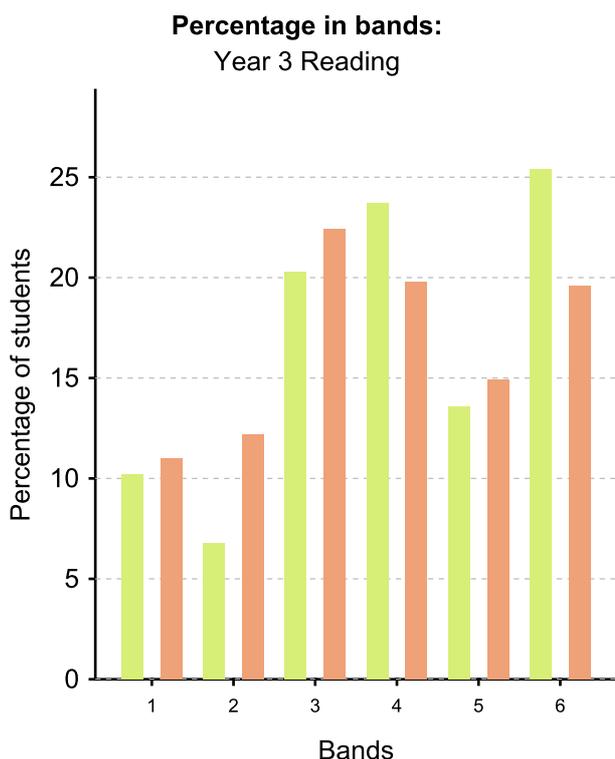
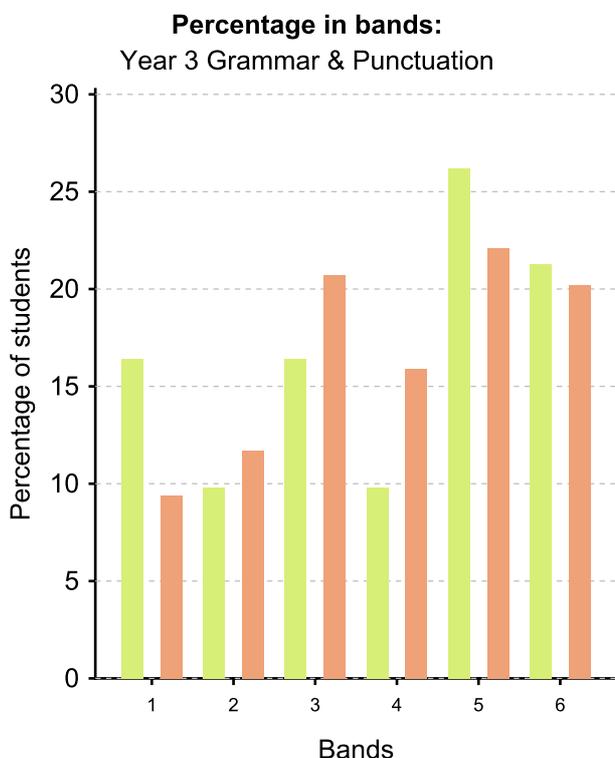
Overall performance in NAPLAN at Maitland Public School has remained steady over the past three years despite a much larger student population and a much larger percentage of lower socio-economic enrolments increasing the level of disadvantage felt throughout our school community.

The school focus in Literacy has been on the implementation of L3 (infants) and Focus on Reading (primary) programs to provide scaffolds for teacher development and conversation as well as greater understanding of literacy concepts for students.

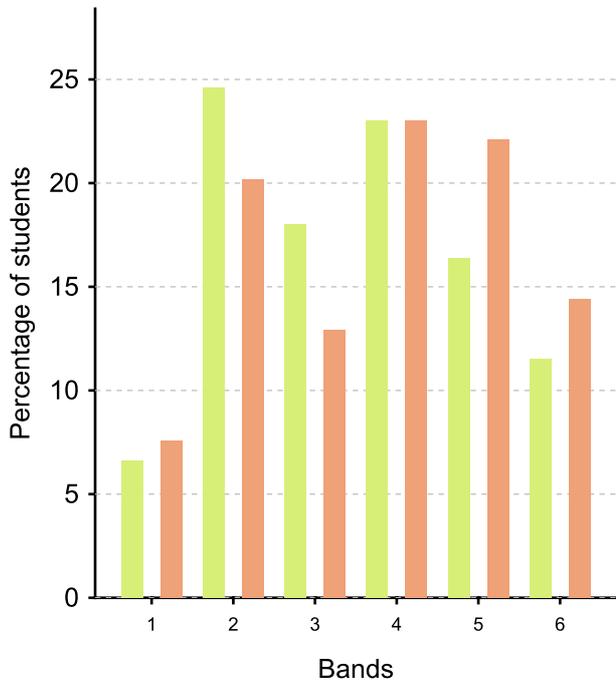
Performance in NAPLAN has been improving steadily. In Year 3, the percentage of students in the lower two bands in declining whilst we are seeing more students in the upper three bands. Performance is strongest in Grammar & Punctuation, Writing and Reading whilst spelling has a high percentage of students in Band 2 (24%) and just over 60% in Bands 2–4, indicating more understanding is needed in this area.

In Year 5, performance in Spelling was stronger but students were "clustered" in their performance around the middle bands indicating sound understanding across all concepts but a need for greater proficiency of use in each.

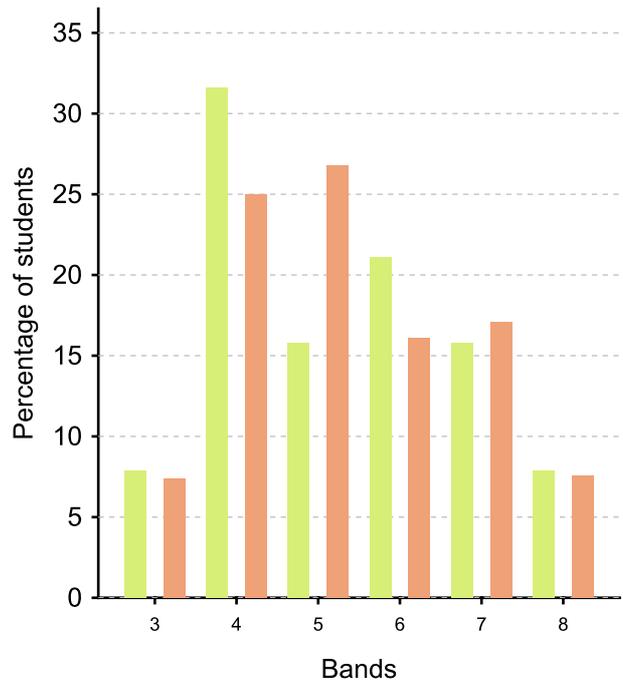
These results across Years 3 and 5 differ from year-to-year but trend data provides an indication that results continue to improve. Student improvement between Years 3 and 5 is particularly strong for the



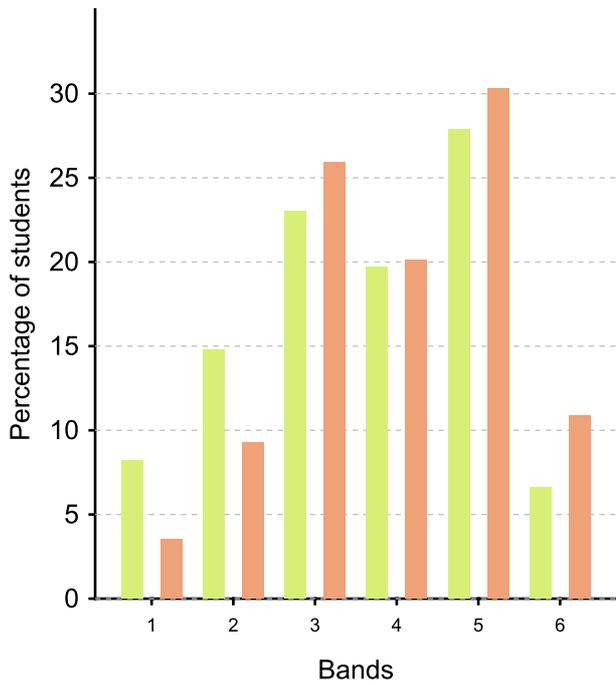
Percentage in bands:
Year 3 Spelling



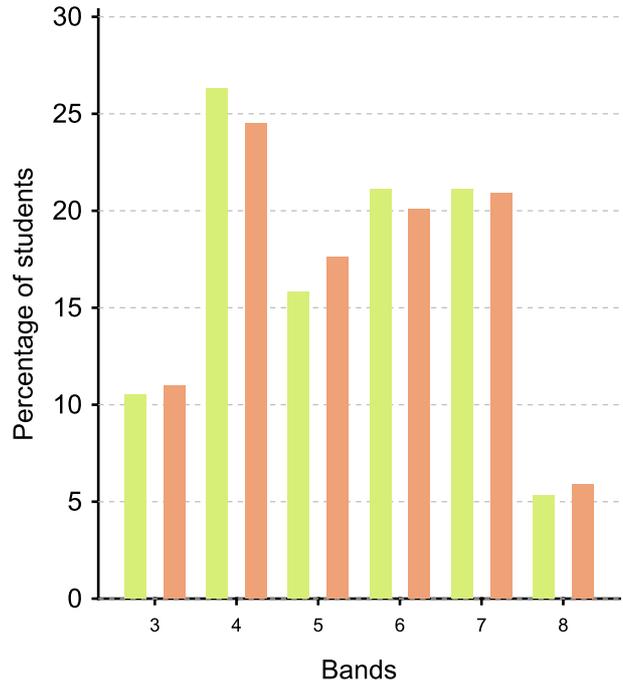
Percentage in bands:
Year 5 Grammar & Punctuation



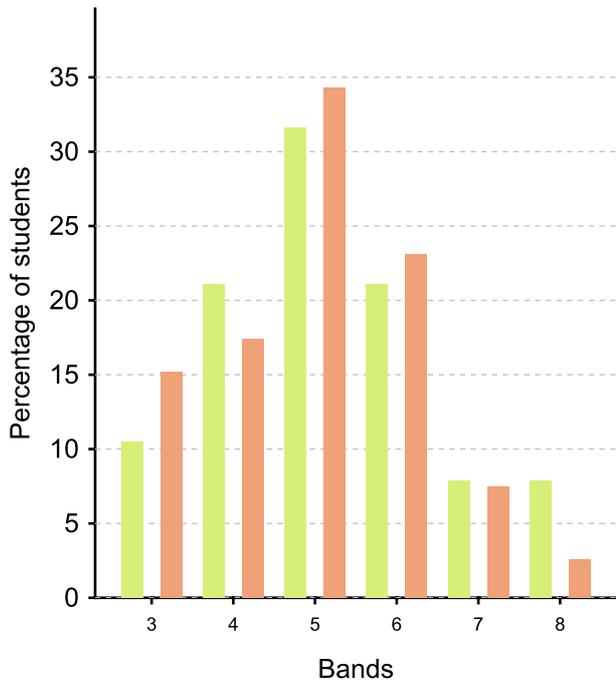
Percentage in bands:
Year 3 Writing



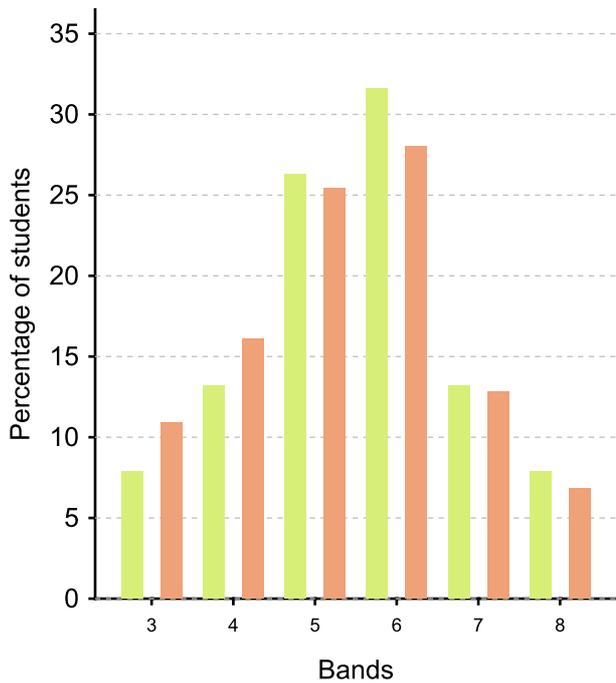
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

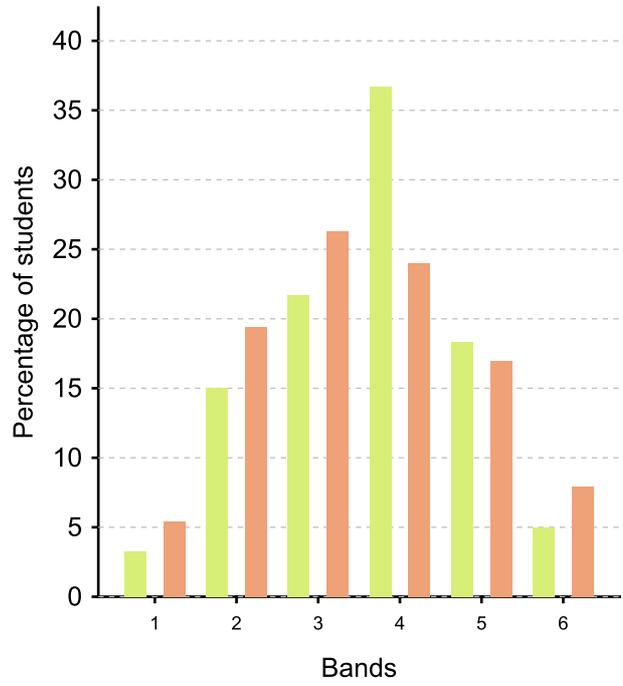


Percentage in bands:
Year 5 Spelling

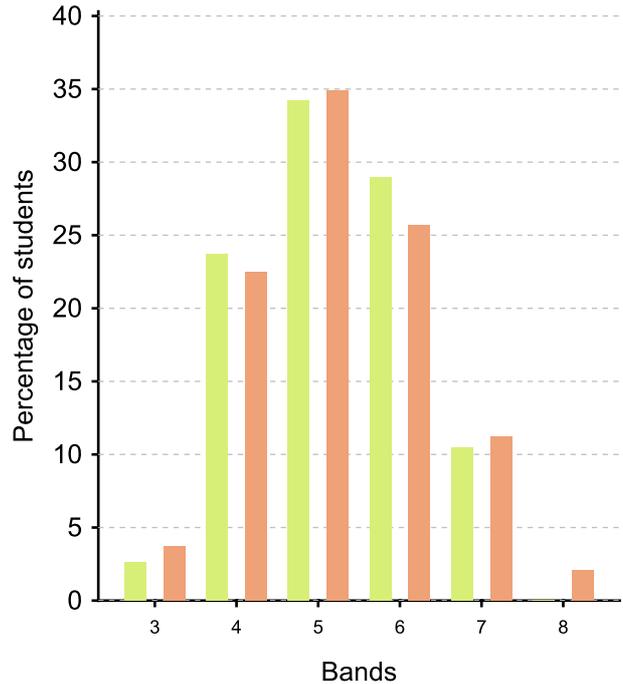


Numeracy results in Year 3 and 5 are similarly clustered towards the middle two bands in Numeracy. In 2017 few students achieved in the top bands although data taken over the past three years indicates higher performance overall. Student performance in Number is higher than that of Data, Measurement, Space & Geometry.

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 accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, school performance in NAPLAN reflects:

- Year 3 achievement in the top two NAPLAN bands has remained steady in Writing (37% of students) and Numeracy (26% of students) whereas in Reading, into which the school has committed significant funding and professional learning for staff, student achievement increased from 26% in the top two bands to 39%.
- Year 5 achievement in the top two NAPLAN bands has improved in Reading from 14% to 26%, almost tripled in Writing and remained steady in Numeracy.

Aboriginal students make up a much smaller cohort but have seen significant increase in achievement in the top two bands in Reading whilst performance in Writing and Numeracy has remained steady.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated in the "Tell Them from Me" survey, recorded anecdotal information from parents, students and teachers along with reports at P & C meetings and staff meetings.

Their responses are presented below. Maitland Public School students are:

- trending towards a more healthy and active lifestyle with increased participation in school sports and extra-curricular activities;
- develop positive relationships and value their schooling;
- rated at 97% (against a NSW student norm of 83%) for positive behaviour at school (and we can attest to that, especially in our classrooms which are terrific places to be);
- generally interested and motivated and feel they put in a good effort at school;
- looking for greater challenge in all areas of schooling and feel they could achieve even more; and
- in good relationships with their teachers and feel their teachers have high expectations of them.

It was interesting that students also reported that most (about 60%) only used a computer or tablet at home or school for their work weekly, most just once or twice a week with a few saying every day. They also reported, quite significantly, that they believe that reading is the best form of homework.

Information received from parents was that they were happy with the reports on their child's progress and they were well informed regarding their child's behaviour. 65% of parents surveyed are involved in school activities including canteen, sport, classroom help and committee members.

Parents feel teachers take an interest in their child's learning and that they are encouraged to do their best work.

The P & C reported they appreciated the continued support staff gave them when fundraising and the involvement and enthusiasm of the students, parents and teachers towards their fundraising was fully appreciated. The relationship between the P & C and staff is particularly strong with many teachers attending P & C meetings throughout the year.

Policy requirements

Aboriginal education

48 students identified as Aboriginal and all students had individual Personalised Learning Plans developed by the class teacher in consultation with parents. These were evident in teacher programs and used to ensure differentiation and scaffolded learning for our Aboriginal students.

Our school has one teacher that identifies as Aboriginal. She has had significant influence on our Aboriginal Education program and structures before going on maternity leave but there has been a much greater focus on and recognition of Aboriginal culture in the school. 75% of Aboriginal students report they feel good about their culture and look forward to learning more about it. 74% also report that their teachers demonstrate that they value and understand the importance of Aboriginal culture to them.

The Acknowledgement of Country is given at each school function, meeting and assembly, to raise awareness and show respect. The Acknowledgement is delivered by one of our Aboriginal students as part of their leadership development and they carry out the duty with pride. The Aboriginal flag is also raised daily. Combining tied grants and P & C fundraising we are building the Aboriginal learning circle and bush tucker resource. It will have a learning circle, bush tucker plants and be available for the entire school to use during class and play times.

We have also initiated a cultural group for Aboriginal students to explore the local Wonor

Multicultural and anti-racism education

Two permanent classroom teachers trained as Anti-Racism Contact Officers and spent time ensuring our school had the correct policies and procedures in place. We held our annual Harmony Day assembly and learnt about the messages reflected on this day and promoted multiculturalism also raised money for our World Vision sponsor girl, Gifty. During our weeklong celebrations of Book Week, many multicultural stories were read and discussed K-6. All teacher's programs reflected multicultural references and learning across