

Speers Point Public School Annual Report



2017



3968

Introduction

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

Chris Payne

Principal

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Message from the Principal

Speers Point Public School continues its tradition of being a highly inclusive, friendly and conducive learning environment. 2017 was a fun and adventurous year that brought about exciting changes to our school, especially within the classroom.

Our school continued a strong relationship with our neighbouring schools in the Lake Macquarie Area Collegiate (LMAC). In partnership with Lake Macquarie High School and feeder primary schools, LMAC has built greater relationships and partnerships between the schools. This has included more combined staff professional learning between schools and greater collegial support. LMAC continued the High School transition program, Headstart, which saw our Year 5 and 6 students attending for 12 days at the High School in Term 4.

Our school has continued a number of great programs over the year, such as Positive Behaviour for Learning, which has yielded positive growth for our students, our staff and our community. 2017 was a year of growth in existing successful programs, transition into new directions such as Early Action for Success and continuation of successful programs like Explicit Instruction and the Lake Macquarie Area Collegiate. We are proud of the growth of all of our students across the school and celebrate every success that they have achieved.

School background

School vision statement

Working together in close partnerships, Speers Point Public School's community and staff have the responsibility and privilege to provide every opportunity for our students to engage in an inclusive and innovative education that will produce safe, respectful and responsible achievers.

Quality Teaching & Learning

This is recognised through: providing innovative, inclusive and connected teaching and learning experiences which enable every student to reach their curriculum goals. Teaching is well-resourced, of the highest quality and differentiated to suit the individual learning needs of every student, with the expectation of creating life-long learners.

Environment

This is recognised through: providing a friendly, family-orientated, inclusive learning environment. Students are encouraged to engage deeply with quality programs, their peers, staff and community in order to create a positive and nurturing learning environment.

Passion

This is recognised through: the dedication and passion of the community and staff in continually striving to inspire all students to achieve academically, socially, creatively, and individually. As a whole school community we want to see our students happy, safe and growing stronger and smarter every day.

Pride

This is recognised through: encouraging students to take pride in their appearance, being punctual to class, demonstrating respect towards themselves and others, and always being proud to have the privilege of representing the school in all aspects of academic, sporting and social arenas, from their first day and into the years ahead.

School context

Speers Point Public School is seen as a small school with both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical) and one IO (Intellectually Moderate) support unit classes.

Whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school.

With an average FOEI of 130 the community is supportive, predominately comprised of hard-working dual income or separated families. This results in interested parents and carers who manage involvement around work, family and care commitments.

In 2012, Speers Point was reclassified from a P4 to a P5 teaching principal role given the decreasing enrolments expected in an aging demographic and increasing rental / property values. From that time Speers Point underwent a transformation including remodelling to grounds, façade and curriculum. Under the new principal classification system the school came under the new classification of P1 non-teaching principal in 2016.

Speers Point Public School has firmly embedded PBL into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

Our school became one of the Phase 2 schools in the Early Action for Success program in 2017.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning:

As Speers Point entered into the Early Action for Success (EaFS) initiative this has reinforced an already strong commitment to improve student learning outcomes. For our second year of Fleming's model of Explicit Instruction, teachers have continued professional development in this area to implement warm-ups and lessons effectively. With other pedagogies including L3, TEN and an introduction to 7 Steps of Writing, teachers have been strong in implementing best practices.

Positive Behaviour for Learning has continued to drive our Wellbeing initiative with strong support for students to become safe, respectful responsible achievers. While we have identified that we need to improve practices around attendance support, transitions to and from school is an area we are excelling in. The Kinder Koalas transition program, our partnerships with Lake Macquarie High in the Yr 6–7 Headstart program and the transition to and from our Support Unit have all seen students successfully transition between new settings.

We have also seen growth in our student performance measures with a positive value-added trend.

In the domain of Teaching

Speers Point Public School staff are committed to ensuring high levels of professionalism and effective teaching practice. Effective classroom practice shows our school to be making progress in areas of explicit teaching, classroom management and lesson planning and have given us a direction in improving our feedback to students. Through Early Action for Success, teachers have become more proficient in data collection, analysis and use in developing teaching and learning programs based on individual student need. Staff are proactive improving practice and building professional capacity, including working between our community of schools, Lake Macquarie Area Collegiate. Self assessment has demonstrated that as a school we need to include better systems for coaching and mentoring staff, whether that is formal or informal.

In the domain of Leading

Our leadership team was expanded this year to include our Instructional Leader. As a team, teachers have been highly supported through growth in best practices, data analysis and catering for the individual needs of students. Ongoing improvement has been at the forefront and has led to a high performance culture. The school was engaged in meaningful review in 2017 and as a result has constructed a new 2018–2020 school plan which is highly reflective of where the school is at, and where it is going to. The new school plan will continue to strive with real and purposeful improvement measures. Several classrooms in 2017 began to use flexible seating arrangements and technologies to develop their classrooms around future focused learning. Our P&C purchased 14 laptops for deployment in our senior classes, which has assisted in this change. The P&C also purchased new furniture for the library upgrade. Administrative systems and processes also continue to be an area of improvement through the development of the policy and procedures manual for staff.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of an holistic education for 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

Quality Teaching & Learning

Purpose

To provide for all students a deeply engaging and rewarding learning environment through the implementation of quality teaching and learning programs and practices in all classrooms with the aim of improving student learning outcomes.

Overall summary of progress

Speers Point PS started as an Early Action for Success (Phase 2) school in 2017. With an Instructional Leader (2 days per week) the school had a definitive focus on improving students results across literacy and numeracy with defined targets. Targets were raised to 100% to raise the expectations that every student was able to achieve. L3, TEN and Explicit Instruction continued to deliver best practices in the classrooms and teachers were supported through extensive teacher professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of infants students reaching (or exceeding) designated reading levels:</p> <p>Kinder – L9, Yr 1 – L17, Yr 2 – L22</p>	<p>Early Action for Success</p> <p>RAM Equity, Aboriginal and Low Level Adjustment for Disability</p>	<p>Kinder – 96% of students achieve Level 9 or above.</p> <p>Year 1 – 56% of students achieved Level 17 or above.</p> <p>Year 2 – 67% of students achieved Level 22 or above.</p>
<p>By the end of each year, 100% of students will have achieved the following cluster in all aspects of the Reading, Writing and Comprehension on the Literacy Continuum</p> <p>Kinder – Cluster 4, Year 1 – Cluster 6</p> <p>Year 2 – Cluster 8, Year 3 – Cluster 9</p> <p>Year 4 – Cluster 10, Year 5 – Cluster 11</p> <p>Year 6 – Cluster 12.</p>	<p>Early Action for Success</p> <p>RAM Equity, Aboriginal and Low Level Adjustment for Disability</p> <p>Teacher Professional Learning</p>	<p>Kinder – Cluster 4 – Reading 96% – Writing 77% – Comprehension 91%</p> <p>1 – Cluster 6 – Reading 56% – Writing 44% – Comprehension 56%</p> <p>2 – Cluster 8 – Reading 67% – Writing 40% – Comprehension 60%</p> <p>3 – Cluster 9 – Reading 80% – Writing 60% – Comprehension 70%</p> <p>4 – Cluster 10 – Reading 93% – Writing 71% – Comprehension 86%</p> <p>5 – Cluster 11 – Reading 83% – Writing 83% – Comprehension 83%</p> <p>6 – Cluster 12 – Reading 100% – Writing 88% – Comprehension 88%</p>
<p>100% of K–3 students achieving or exceeding expected Early Arithmetical Strategies level on numeracy continuum.</p> <p>100% of Yr 3–6 students achieving or exceeding expected levels on Place Value and Multiplication and Division on the numeracy continuum.</p>	<p>Early Action for Success</p> <p>RAM Equity, Aboriginal and Low Level Adjustment for Disability</p>	<p>Kinder / Year 1 / Year 2</p> <p>96% of Kindergarten students achieved expected EAS Level (Perceptual) – 21 out of 22 students</p> <p>87% of Year 1 and 2 students achieved expected EAS Level (COB/Facile) – 25 out of 29 students</p> <p>Year 3</p> <p>71% of students achieved expected Multiplication</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of K–3 students achieving or exceeding expected Early Arithmetical Strategies level on numeracy continuum.</p> <p>100% of Yr 3–6 students achieving or exceeding expected levels on Place Value and Multiplication and Division on the numeracy continuum.</p>		<p>and Division Level on Numeracy Continuum</p> <p>86% of students achieved expected Place Value Level on Numeracy Continuum</p> <p>Year 4</p> <p>79% of students achieved expected Multiplication and Division Level on Numeracy Continuum</p> <p>64% of students achieved expected Place Value Level on Numeracy Continuum</p> <p>Year 5</p> <p>100% of students achieved expected Multiplication and Division Level on Numeracy Continuum</p> <p>100% of students achieved expected Place Value Level on Numeracy Continuum</p> <p>Year 6</p> <p>100% of students achieved expected Multiplication and Division Level on Numeracy Continuum</p> <p>100% of students achieved expected Place Value Level on Numeracy Continuum</p>
<p>Increase student representation in the top 3 bands for both Years 3 and 5 from 2015 levels, (Reading, Writing & Numeracy) with an emphasis on growth in writing.</p>	<p>RAM Equity, Aboriginal and Low Level Adjustment for Disability</p> <p>Teaching Professional Learning</p>	<p>Year 3</p> <p><i>Reading</i></p> <p>2015 – 35.7% increased to 75% in 2017</p> <p><i>Writing</i></p> <p>2015 – 43% increased to 50% in 2017</p> <p><i>Numeracy</i></p> <p>2015 – 28.5% increased to 75% in 2017</p> <p>Year 5</p> <p><i>Reading</i></p> <p>2015 – 25% increased to 60%</p> <p><i>Writing</i></p> <p>2015 – 8.3% increased to 40%</p> <p><i>Numeracy</i></p> <p>2015 – 16.7% increased to 40%</p>

Next Steps

1. Continuation of best practices through L3, TEN and Explicit Instruction
2. Continuation of Early Action for Success (Phase 2) and support from Instructional Leader.
3. Collaboration days for staff to compare and analyse student data
4. Further improvements in writing is sought, and we will further the 7 Steps in Writing program



Strategic Direction 2

Quality Systems

Purpose

To develop, maintain and improve school systems in the support of creating a well-resourced, quality learning environment for all students, staff and community.

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be a focus point for our school in developing Safe, Respectful, Responsible Achievers. As a whole school approach, systems have been developed to recognise and celebrate positive student behaviour. A greater understanding over negative behaviour choices was also developed through the refined Behaviour Consistency Guide. In 2017 the school continued to develop Learning Support Team procedures and sought to improve student plans which support the National Consistency in Collection of Data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% reduction in student behaviour referrals for classroom behaviour against 2014 data	RAM Equity	<p>Since 2014 the school has implemented and in 2016, further refined, the Behaviour Consistency Guide. While behaviour referrals have risen, this is a result of higher expectations, better consistency between expectations and greater reporting over 2014 practices.</p> <p>In 2017 we also started to record and document "orange plate" behaviours which were never previously recorded. While the number of referrals is higher, teacher have noted a reduction in classroom behaviour which was previously disrupting the learning.</p>
20% reduction in student behaviour referrals for playground behaviour against 2014 data	RAM Equity	<p>Since 2014 the school has implemented and in 2016, further refined, the Behaviour Consistency Guide. While behaviour referrals remained approximately the same, this is a result of higher expectations, better consistency between expectations and greater reporting over 2014 practices.</p> <p>In 2017 we also started to record and document "orange plate" behaviours which were never previously recorded. While the number of referrals is higher, teacher have noted a reduction in negative playground behaviour.</p>
Student plans created, implemented and updated on a biannual schedule, feeding into NCCD.	RAM Equity, Aboriginal and Low Level Adjustment for Disability	Student plans created and updated but has created the need for a more simplified and concise plan to be created, rather than multiple plans for different needs. Different formats were created and trialed in 2017 but did not create the desired simplification.
All staff with Professional learning Plans according to Performance Development Framework implementation.	Teacher Professional Learning	<p>All teaching staff created and monitored their professional development with their Performance Development Plan and supervisor support over the 2017 year.</p> <p>A Teaching & Learning Handbook was created in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff with Professional learning Plans according to Performance Development Framework implementation.		2017 with a refined and clearer process for implementation in 2018.
SALM / SAP & Oliver implemented within school.	Staff Professional learning	SALM/ SAP were implemented in 2016 with ongoing support in 2017. Early 2017 also saw the Library system migrate to the Oliver system successfully.

Next Steps

1. Continued development of PBL across the school and further development of the Behaviour Consistency Guide and PBL systems within the school to support positive behaviour choices.
2. Further refinement of the student plans process into a more timely and manageable document that is concise, accessible and integrated.
3. Greater monitoring of the staff PDPs and PDPs for non-teaching staff
4. Greater priority on Wellbeing and student engagement in learning, the need to implement mental health strategies and support for attendance.



Strategic Direction 3

Quality Partnerships

Purpose

To work with our learning community, greater school community and stakeholders to build and strengthen lasting partnerships and develop future enrolments in order to better support our students pre, during and post enrollment.

Overall summary of progress

Speers Point has worked towards building stronger working relationships with colleagues and community and has experienced a variety of successes in these endeavours over 2017. Transition programs within the school were extremely successful, as demonstrated by the start of Kinder in beginning of 2018. The new Headstart transition program, in partnership with Lake Macquarie High School was a great success with Year 6 students transitioning easily into High School. The development of the new LMAC community of schools and LMAC's governance board also saw a new direction for the community of schools and how we approach school partnerships in this area

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students entering / exiting mainstream are supported through transition programs	RAM Equity, Aboriginal	<p>The Kinder Transition Program – Kinder Koalas had 22 pre-kindergartners attending the program.</p> <p>Lake Macquarie High School entered the second year of their transition programs, called Headstart, which involved Years 5 and 6 students attending LMHS for 12 full school days in Term 4, supported by their class teacher.</p>
All students entering / exiting Support unit setting are supported through transition programs.	RAM Equity, Aboriginal	Students entering or exiting our Support Unit were all supported through transition.
15% increase to student enrollments by 2017 from 2014 numbers.	RAM Equity	<p>While numbers were still just below 2014 enrollments at the beginning of the year, another full Kinder group for 2018, plus 9 enrollments in others grades for 2018 points to an increase for that year.</p> <p>During 2017 we saw a change in property market where the previous trend of raising rent had seen families move out of area, we saw in the second half of 2017, families buying in area and transferring kids in. By the end of 2017 numbers had increased by 7% from the lowest enrollment point which was the beginning of 2016.</p>
Increase in partnership initiatives and providing community learning and support services		2017 was our second year in implementing a School Chaplain. Our Chaplain has been instrumental in providing ongoing support for students and their families, and in being able to refer families to other services of support. The Lake Macquarie Area Collegiate developed six key focus areas with representation from each school. Joint Staff Development Days and learning opportunities afforded staff a greater base to work from.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in partnership initiatives and providing community learning and support services		Boolaroo Community Centre ran a Homework Centre on Tuesday afternoons through 2017 at our school.
<ul style="list-style-type: none"> Working towards the “building” phase across the 7 dimensions Family–School Framework reflection matrix. 	RAM equity	<p>Review of the Self Assessment tool matrix shows that in a number of dimensions the school has moved from "Not There Yet" to <i>Developing</i></p> <p>In the dimension of Connecting Learning at home and at school we have progressed to the <i>Building</i> phase.</p>

Next Steps

1. Continuation of the Kinder Koalas transition program in its current form.
2. Continuation, in partnership with Lake Macquarie High School in its Head Start transition program.
3. Continuation in promotion of the school in attracting enrollments for 2019.
4. Ongoing Chaplain support for students and community.
5. Ongoing development and support of the Lake Macquarie Area Collegiate in a greater schools community approach to professional learning and collegial support.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,531	<ul style="list-style-type: none"> • Professional learning for staff in best practices • Celebrated significant Aboriginal events with our school community • All Aboriginal students have Personalised Learning Pathways (PLPs) • Positive Behaviour for Learning – executive support, program implementation and support. • Additional SLSO time purchased to support K–6 students throughout the year.
Low level adjustment for disability	\$14,110	<ul style="list-style-type: none"> • Professional learning for staff in best practices • Students requiring Individual Education Plans (IEPs) or Behaviour Management Plans (BMPs) • Additional SLSO time purchased for intervention to support K–6 students throughout the year.
Quality Teaching, Successful Students (QTSS)	Semester 1 allocation 0.112 (half day per week) Semester 2 allocation of 0.262 (just over 1 day per week)	<ul style="list-style-type: none"> • Planning days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan. • Extra half hour RFF time per week per class
Socio–economic background	\$84,092	<ul style="list-style-type: none"> • Intervention as school's contribution to Early Action for Success (EAfS) with intervention running K–6 • Additional Learning and Support Teacher (LaST) to support students and teachers. • Continuation of the Fleming model of Explicit Instruction. • Additional funding to support teacher professional learning, building staff capacity. • Upgrading resources and facilities in classrooms for students. • Student and parent financial support to access all areas of curriculum, such as excursions, uniforms etc. • Planning days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan.
Support for beginning teachers	\$17,513	Additional release face to face (RFF) time, mentoring and additional funds towards professional learning.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	70	60	65	71
Girls	44	48	46	46

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	95.1	95.8	93.4
1	94.7	92.9	95.1	95.7
2	94.6	95	96.8	95.3
3	94.1	95.6	94.5	94.3
4	96	92.8	96	89.8
5	94.5	94.3	92.3	93.1
6	94.5	92.7	93.7	86.4
All Years	94.6	94.2	95	92.9
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 is managed electronically and monitored daily. Parents and caregivers are provided with regular newsletter articles prompting the importance of attendance. Teachers monitor rolls and raise attendance concerns through the Learning Support Team. Ongoing concerns over attendance are referred to the Home School Liaison Officer for further support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.77
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.71
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. In 2017, Speers Point Public School had no indigenous staff members working in the school.

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	18

Professional learning and teacher accreditation

Professional learning is a priority and all staff have had access to extensive, targeted and planned professional learning. See strategic Direction 1 for more information.

In 2017, one Beginning Teacher accessed beginning teacher funding, who was also successful in obtaining their proficient level in teacher accreditation. Another teacher received second year additional funding. This funding was used prolifically around targeted professional learning, collaboration opportunities and working with staff mentors.

Staff Development Days specifically targeted the needs of meeting the strategic directions, including sessions on Explicit Instruction and PBL, or through meeting the needs of the school such as CPR / Anaphylaxis training and Management of Actual or Potential Aggression (MAPA)

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	112,558
Revenue	2,058,664
Appropriation	2,015,179
Sale of Goods and Services	9,315
Grants and Contributions	33,011
Gain and Loss	0
Other Revenue	0
Investment Income	1,159
Expenses	-2,104,149
Recurrent Expenses	-2,104,149
Employee Related	-1,897,587
Operating Expenses	-206,563
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-45,485
Balance Carried Forward	67,073

Speers Point Public School's executive is responsible for and ensures strategic financial management.

In 2017 Speers Point Public School, and managed through the Assets Management Unit, contracted and had installed the permanent rubber softfall to replace the loose softfall around the fixed equipment. This money had come from several years of grants, donations and savings and cost approximately \$30,000.

Softfall installation, extra technology (computers and laptops) and extra SLSO time to support intervention accounted for the \$45,000 deficit in this year's summary.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	928,732
Base Per Capita	19,724
Base Location	0
Other Base	909,008
Equity Total	140,205
Equity Aboriginal	11,531
Equity Socio economic	84,092
Equity Language	0
Equity Disability	44,583
Targeted Total	604,835
Other Total	311,159
Grand Total	1,984,931

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

Year 3 – Literacy

Representation of students in the top three bands (according to one of our improvement measures) shows:

Reading

2015 – 35.7% increased to 75% in 2017

Writing

2015 – 43% increased to 50% in 2017

Trend data for Reading, Spelling and Grammar & Punctuation have all increased from 2016 levels, however writing was lower.

Year 5 – Literacy

Representation of students in the top three bands (according to one of our improvement measures) shows:

Reading

2015 – 25% increased to 60% in 2017

Writing

2015 – 8.3% increased to 40% in 2017

Trend data shows a slight decline in these areas, however Grammar and Punctuation remains well above State average.

Growth data shows that in Reading, Writing and Grammar & Punctuation, 80% of Year 5 students made higher than expected growth, while 100% were higher than expected growth in Spelling.

Year 3 – Numeracy

Growth in representation in the top 3 bands shows:

2015 – 28.5% increased to 75% in 2017

Trend data demonstrates a further growth in Numeracy, continuing from the 2016 trend.

Year 5 – Numeracy

Growth in representation in the top 3 bands shows:

2015 – 16.7% increased to 40% in 2017

Growth data shows that 40% of students made higher than expected growth, while another 40% made expected growth.

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.

Aligning with the Premier's Priorities: Improving education results, Speers Point Public School began a strong focus on intervention in early years which was extended to encapsulate all years. In addition to this, further support in building staff capacity and data analysis has accompanied the Early Action for Success strategy. Year 4 students in Term 4 2016 also engaged in a modified "Bump It Up" small class group strategy leading up to the 2017 NAPLAN. Our NAPLAN results for the top two bands shows an aggregate improvement from 32% to 34%, with the biggest gains in Year 3. Year 3 Reading of 23% to 38% and Year 3 Numeracy of 35% to 37%.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 we surveyed teachers, students and parents in preparation for our new 2018–2020 school plan. These were often presented as more frequent "mini-surveys," rather than lengthy formal ones, to increase participation.

When students were asked "what is the best thing about our school" the majority of responses included *teachers or staff, learning, friends, fun and technology*. When asked "how could we make our school better" a lot of the responses were easy fix items, *like more sports equipment on playgrounds, more fundraising, being able to have class pets or more free-time*.

Parents were surveyed to help determine the top priorities for our school. From a list of 20 options, parents and community ranked and the top 5 priorities were *Quality Teaching, Student Wellbeing, Literacy, Communication and Student Behaviour* (Numeracy was number 6) When asked about "where would you like to see the school in the next 3 years" many responses included increasing technology use and skills, consistency in teacher staff and greater representation of the school at external events, competitions etc. These responses have helped inform our strategic directions for the next school plan.

Teachers were asked about what were the negative impacts on Teaching and Learning, as well as the positive impacts. These negative impacts became a focus for driving improvements, while the positives became the foundations for our staff "beliefs," ie the practice the drives our strategies. The 5 key negative impacts to teaching and learning were *interruptions, time (or lack of) negative or disruptive student behaviour, resources (or lack of) and complicated or time-heavy systems and processes*. Surveys results developed 4 key positive impacts, which were coupled with 2 other key aspects that make our beliefs: *quality teaching & programs, collegiality & support, personalisation of learning, relationships, wellbeing and school improvement*.



Policy requirements

Aboriginal education

Staff at Speers Point Public School are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education.

We provide opportunities for all learners to deepen their knowledge and understating of the Aboriginal culture and language by programming using The Australian Curriculum, crosscurriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' which addresses the concepts of Country and Place, People, Culture and Identity.

Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff ,parents and students.

The school recognises and participates in significant events including National Sorry Day and NAIDOC Week.

Multicultural and anti-racism education

Speers Point Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Students participated in our Harmony Day event. To address the antiracism component of education, we have trained a member of staff this year as the AntiRacism Contact Officer.