

Point Clare Public School

Annual Report



2017



4050

Introduction

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

Mr Scott Campbell

Principal

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School background

School vision statement

Our vision for Point Clare Public School is to provide an *inspiring* and *nurturing* environment that encourages and values students *achieving* to their full potential.

This school vision is underpinned by our Student Well-being Program, You Can Do It (YCDI) and the Melbourne Declaration. The school's Student Well being program, You Can Do It, is supported by staff, students, parents and the community to focus on identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school and beyond. It focuses on building the social, emotional and motivational capacity of students rather than focusing on deficits.

The five keys of YCDI are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

The Melbourne Declaration states that Australian schooling promotes equity and excellence; that all young Australians become successful learners, confident and creative individuals and active and informed citizens.

School context

Point Clare Public School services the West Gosford, Point Clare, Tascott and Koolewong communities. In 2017 the school enrolment is 527 a significant increase from previous years. There are 19 Aboriginal students currently enrolled and the school is aiming to strengthen its connections with the Cooinda Local Aboriginal Educational Consultative Group (AECG). The school is a proud member of the Gosford City Learning Community of schools. The school prides itself on promoting a caring, safe environment.

Teaching and learning programs are aligned to NSW curriculum statements with student progress being addressed through semester based written reports. Academic results demonstrate above average growth in reading and numeracy from Years 3 to 5, and from Years 5–7. The school is focusing on the improvement of growth in writing with specific criteria-based teaching aligned with greater student self-assessment using collaboratively designed rubrics.

To provide professional learning in evidence-based programs the school has been implementing Language, Learning and Literacy (L3) across Early Stage 1 and Stage 1 and TEN for Stages 2 and 3.

The school provides a range of quality educational programs as well as an array of extra-curricula activities. Gifts and talents of students are catered for through differentiating the curriculum and academic enrichment programs. A strong environmental program focuses on sustainability and healthy eating

The school is supported by an active P&C and student led initiatives including parliament, peer support and buddy groupings. The school enhances the educational opportunities afforded every student by building effective and productive relationships between the school and home. The school is currently undergoing significant major works including the construction of a number of flexible learning spaces which allow for collaborative and cooperative teaching.

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.

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

Strategic Direction 1: Student learning is dynamic, personalised and connected in a purposeful way.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which engenders the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Student learning has improved at Point Clare Public School over the past three years. We have evaluated this plan and identified our required future directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
21st Century learning principles and practices are embedded in teaching/learning programs, tasks and assessments across all Stages. Improve Reading proficiency: 85% achievement of Reading Recovery levels. Kindergarten Level 8, Year 1 Level 18, Year 2 Level 28. Improve NAPLAN Reading – Year 3 three year average from 46.7% in 2012–2014 to 55% for 2015 –2017. Year 5 average from 31.6% in 2012–2014 to 45% by 2017. Improve NAPLAN Numeracy: Year 3 three year average from 38.3% in 2012–2014 to 45% in 2015–2017. Year 5 iaverage Numeracy proficiency from 39.0% to 45% in 2014–2017 Increased focus on student-centred learning as evidenced by classroom groupings based on differentiation.	Futures learning Unit TPL –\$4000 L3 program \$10,000 Reading Recovery \$2,500 TEN Program \$2,000 Naplan Readiness Tests \$2,000 release + \$400 for headphones. Numeracy Resources Audit – \$880 Numeracy Resource spending \$2,000	All stage teams in our flexible learning spaces received TPL at the Futures learning unit in Eveleigh, NSW. Significant changes were made to the learning spaces following the professional learning. L3 continues to have a positive impact on the Reading achievement in the grades K–3. Our value added grading on SCOUT is classified as "Sustaining & Growing". 87% of Kindergarten achieve Level 8 RR. 80% of Year 1 achieve Level 18 RR. 64% of Year 2 achieve Level 28 RR. 3 year average Naplan Reading Proficiency: Year 3 improved to 52.3% up 5.6% on the previous 3 year period. (11.9% improvement). Year 5 improved to 33.8% up 2.2% on the previous 3 year period (6.9% improvement) 3 year average Naplan Numeracy Proficiency: Year 3 improved to 40.3% up 2% on the previous 3 year period.(5% improvement). Year 5 improved to 40.2% up 1.2% on the previous 3 year period (3% improvement)

Next Steps

- School Excellence Framework Self Assessment identified three key areas for the next school plan – Personalisation of learning, Differentiation of learning & Future Focussed learning.
- Premier's targets included in the next school plan. Improving the number of students achieving the top two bands of NAPLAN by 8% by 2019.
- Address the rate of proficiency in Year 5 Writing which has a 5 year average of being 32% below the Year 3 data.

Strategic Direction 2

Strategic Direction 2: Teaching and learning reflects best practice and an engaged professional culture.

Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.

Overall summary of progress

Improved understanding of the teaching standards and a substantial increase in the QTSS allocation have further enhanced the quality of our lesson observations in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching practice is integral to a strong, dynamic and articulated learning culture across the school. All staff actively involved in professional learning to develop 21st Century pedagogy. 2015 Focus areas– Critical Thinking, Creative Thinking 2016 Focus areas – Complex Thinking, Comprehensive Thinking, Collaborative Thinking 2017 Focus areas – Communicative Thinking, Cognitive Transfer Knowledge gained through professional learning is collaboratively shared and reviewed to ensure all teachers have access.	TPL \$29,056 QTSS Semester 1 – 0.373 QTSS SEMESTER 2 – 0.887 Beginning Teachers \$26,900	Five new flexible learning neighbourhoods were established with two 3 teacher rooms and three 2 teacher rooms leading the way in flexible learning. 21st Century pedagogy was embedded in the school through our partnership with Scope IT delivering 3D printing and coding programs. Further teacher professional development was achieved through a series of Critical and Creative Thinking sessions and extended opportunities to learn a variety of robotics platforms. Successful completion of two lesson observations for every teacher. Learning Walks trialled and established as a useful vehicle for lesson observation. Two beginning teachers mentored and coached through the GTIL program Strong Start, Great Teachers and one year of permanent teaching.

Next Steps

- BUILD TEACHER CAPACITY – Implement three year School Impact Program – Visible Learning and continue supporting Beginning Teachers through the GTIL reforms.
- ENSURE TEACHER QUALITY – Individualised professional learning plans explicitly targeted at building teacher capacity are developed, monitored and evaluated. Lesson Observations are conducted regularly that include peer and supervisor feedback processes.
- LEADERSHIP DEVELOPMENT – All staff are accredited with NESA against the National Professional Standards for teachers. Individual staff supported to take active responsibility for maintenance of accreditation and leadership journeys.
- INSTRUCTIONAL LEADERSHIP – Executive staff including the Principal will lead curriculum initiatives to improve student learning and enhance overall teachers' knowledge of current curriculum and innovative practice.

Strategic Direction 3

Strategic Direction 3: Developing strategic community learning partnerships.

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

Point Clare Public School has improved the quality and quantity of its participation and leadership within the GLC over the past three years. Further consolidation and effort is required in the area of Aboriginal Education. Our transition programs are strong and effective at all transition points.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in the P&C and school-home partnerships with average attendance at P & C meetings from 5 parents to 10 parents per meeting.	\$1200 photocopying \$2400 School Banking security deposits \$300 Volunteers Morning Tea \$500 donation for air conditioning in the Canteen.	A new P&C executive was voted in to office in 2017 with the President, Treasurer and Secretary all being new members. Attendance at P & C meetings now regularly reaches 20 people. (semester 2 – 2017)
Class teachers communicate with at least one parent weekly per class with a 'good news' story.	Skoobag licence fee and upgrade of artwork \$965	Teachers in all grades are regularly using Class Dojo to interact with parents and share good news stories to complement formal communication processes such as parent / teacher interviews.
Increased collaborative participation in the Gosford City Learning Community.	Combined staff development day \$4000 contribution.	Five teachers were selected to present at the combined staff development day for the GLC. Topics included Flexible Learning Space design / Lego Robotics / Differentiation / Flipped Learning and Project Based Learning. Two staff led the Yr 6 / 7 transition program to Henry Kendall High School.
Increased parent partnerships through a shared understanding of 21st Century Learning through parental / community information sessions.	\$2000 for Kindergarten transition \$2000 for Critical & Creative Thinking Workshops for parents	Parental workshops targeting 2018 Kindergarten enrollments were conducted with a strong technology and digital technologies focus. A critical and creative thinking parent workshop was held twice in 2017. The workshops were completely booked out with over 50 attendees.

Next Steps

- Apply for and implement the STUDENT WELL-BEING SUPPORT (SWS) PROGRAMS grants including the employment of either a youth worker or a school chaplain to co-ordinate social and emotional learning programs.
- To engage in a more meaningful way with Cooinda AECG including improved meeting attendance, greater involvement in school activities and school representation at significant local AECG events.
- To create a joint partnership project with the school P & C to further improve the school grounds.
- To create leadership opportunities for our staff to deliver TPL to all partner schools as part of the GLC.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,085 Equity Loading	<p>Every Aboriginal child and their family participated in the PLP process. The school held Reconciliation Week events and hosted a community based NAIDOC Week in Term 3.</p> <p>\$4,000 was rolled over for the construction of a "Yarning Circle" which could not be constructed due to the constraints of the Public Works building program.</p>
English language proficiency	<p>\$7,962 Equity Loading</p> <p>0.4 EAL/D staffing allocation</p>	<p>Students received individualized support in 2017. A trained EAL/D teacher was employed 0.4 FTE to support our students.</p> <p>Resources to support our EAL/D students were accessed from the Equity Resource Library at Whalan.</p>
Low level adjustment for disability	<p>\$143,288 including LAST salary of \$101,574 and Flexible funding of \$41,714.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$143 288.00) 	<p>All funded children were supported by SLSOs. The LAST teacher worked with all students from grades 3 to 6 who were identified as below National Minimum standard in NAPLAN testing. Children were identified in K–2 for support depending on their PLAN data and reading benchmarks.</p> <p>Individual students with disabilities were involved in a comprehensive Individual Education Plan (IEP) process which included the involvement of their parents, themselves and the class teacher.</p>
Quality Teaching, Successful Students (QTSS)	<p>Semester 1 Allocation 0.373</p> <p>Semester 2 Allocation 0.887</p>	<p>QTSS funds were used to support lesson observations practices which included 1:1 peer observation, supervisor observation and learning walks.</p> <p>Lesson observations were conducted twice for every teacher in 2017.</p>
Socio–economic background	\$43,473 Equity Loading	<p>Socio–economic background was used to support families who could not make payments for excursions , uniforms and school events – \$5,000.</p> <p>Each STAGE of learning was supported with funding of \$300 per class.</p> <p>The school subsidised Scope IT lessons in 3D printing for all students in grades K–6 . \$5000</p> <p>Resources were purchased to support the establishment of the new classrooms in L Block & H Block – \$10, 000.</p> <p>Release time for teachers was provided for the establishment and review of IEPs – \$6,000.</p> <p>Licencing costs for Athletics, Zip Tales, World Book online and other online resources were subsidised by the school to reduce costs for parents. Approximately \$11,000.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	252	243	247	254
Girls	271	268	257	276

Our enrolments increased substantially (over 5%) in 2017 following the completion of the building program. Our current Year 6 cohort is comprised of only 57 students and our 5 year average Kindergarten intake is approximately 78 students so we anticipate that our numbers will increase by at least 4% in 2019.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	95.8	93.4	94.5
1	95.9	95	93.7	93.9
2	94.7	95.4	95.2	94.1
3	94.8	94.7	94.7	95.1
4	95.7	94.7	94.1	94.2
5	94	94.6	94.3	94
6	95	94.8	95	94.4
All Years	95.1	95.1	94.3	94.3
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 at Point Clare Public School is monitored by individual class teachers and the Learning and Support team.

Families of students who are absent for school for more than two consecutive days are contacted by the Deputy Principal by our PIPS phone plan.

Any student who has an attendance rate of less than 85% is referred to the Learning & Support team for follow up with the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.16
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

In 2017, no teaching staff identified as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional development for staff consisted of weekly Teacher Professional Learning (TPL) sessions as well as compulsory whole school TPL aligned to school plan targets. Individual teachers also attended professional learning courses as aligned to their personal professional learning goals

In 2017, our total RAM budget provided for TPL activities was \$29,056. We supplemented this amount

by utilising QTSS allocation, Beginning teacher funding, RAM Literacy and Numeracy loading and Socio-economic equity loading to meet School Plan goals as well as individual PDP goals.

COMPLIANCE TRAINING

All staff (teaching and SASS) completed the following:

Child Protection updates

Anaphylaxis and Asthma training

CPR training

Code of Conduct

WH&S Induction

Teaching staff only completed:

Critical & Creative Thinking

WeDo Robotics

EduTech Conference

Lego STEM conference

Seven Steps to Writing Success

PELT – Primary Executive Leadership team

Austswim Accreditation

Rugby League Modified Games coach accreditation

Softball Coach – Level 1

Cricket Coach – Level 1

Football Coach Level 1

Language, Learning and Literacy (L3).

TEN training – Numeracy program for students in their first 2 years of school.

Reading Recovery – on-going training for 1 teacher; beginner training for 1 teacher.

EAL/D Orientation

Flexible learning Space Design

You Can Do It – Program Achieve refresher course

SASS staff only completed:

Adobe InDesign training

SASS Conference

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	189,827
Revenue	4,471,350
Appropriation	4,244,805
Sale of Goods and Services	5,236
Grants and Contributions	218,387
Gain and Loss	0
Other Revenue	0
Investment Income	2,922
Expenses	-4,137,802
Recurrent Expenses	-4,137,802
Employee Related	-3,757,233
Operating Expenses	-380,570
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	333,547
Balance Carried Forward	523,374

During the period 2016/2017 our school was transferred from the legacy OASIS financial management system to the new Learning Management Business Reform system or LMBR. This occurred whilst the school was undergoing a \$10M rebuild which was managed by Public Works. Our administrative staff also had to new financial tools to learn – firstly the BPC and then secondly the EFPT. As a result of these new platforms our balance carried forward for 2017 includes a variety of unassigned funds that we previously could track under OASIS but haven't been able to track individually until the commencement of the 2018 school year. These unassigned funds include establishment funding as part of the new rebuilding program, unpaid salaries from December 2017 for casual teachers and SLSOs, Beginning Teacher funding, Literacy & Numeracy funds, a reimbursement from the Department of Education and integration funding that has been identified as being returned to state office due to the students changing schools. This final item has not yet been debited from the school account by state office.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,503,880
Base Per Capita	77,024
Base Location	0
Other Base	3,426,855
Equity Total	208,809
Equity Aboriginal	14,085
Equity Socio economic	43,473
Equity Language	7,962
Equity Disability	143,288
Targeted Total	193,525
Other Total	210,407
Grand Total	4,116,621

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.

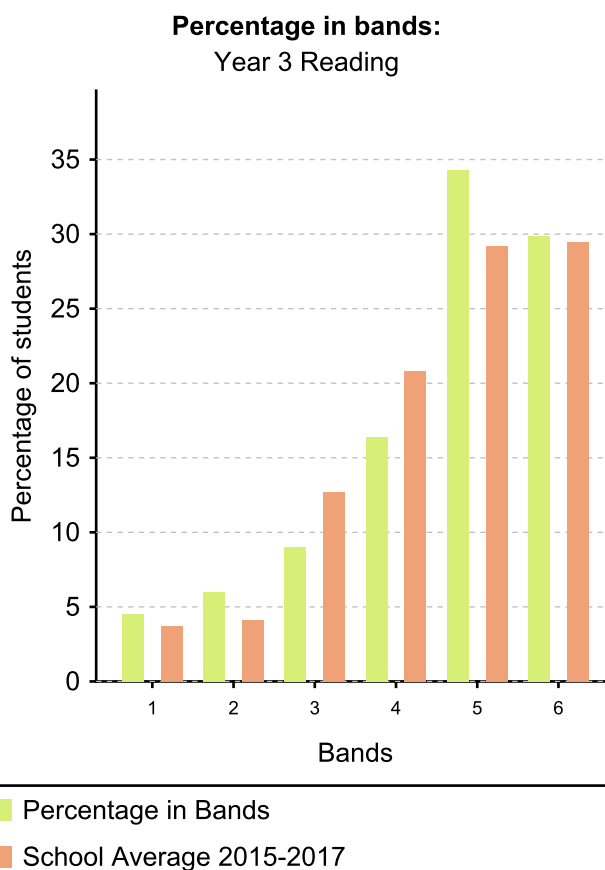
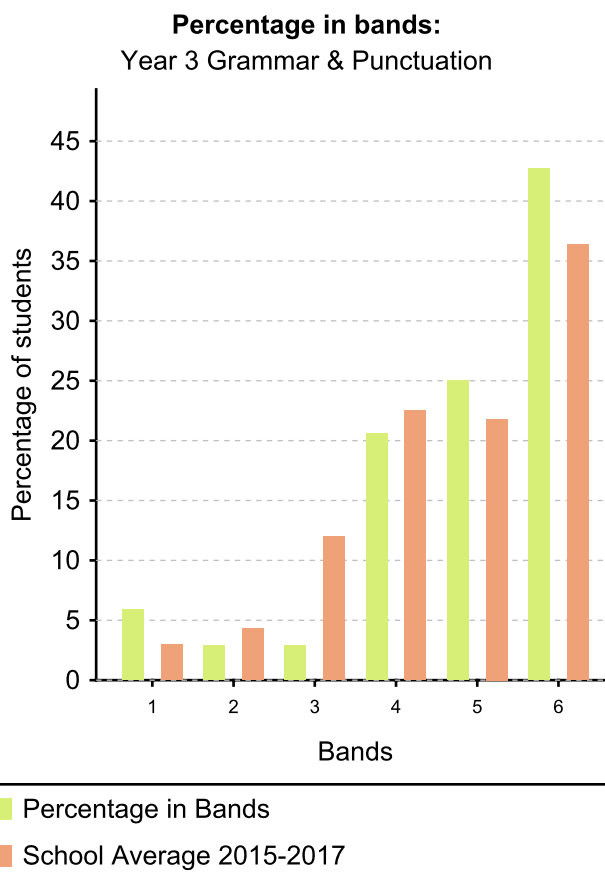
School performance

NAPLAN

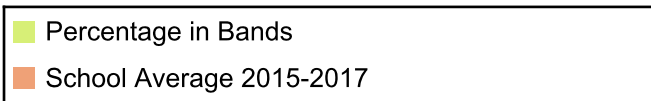
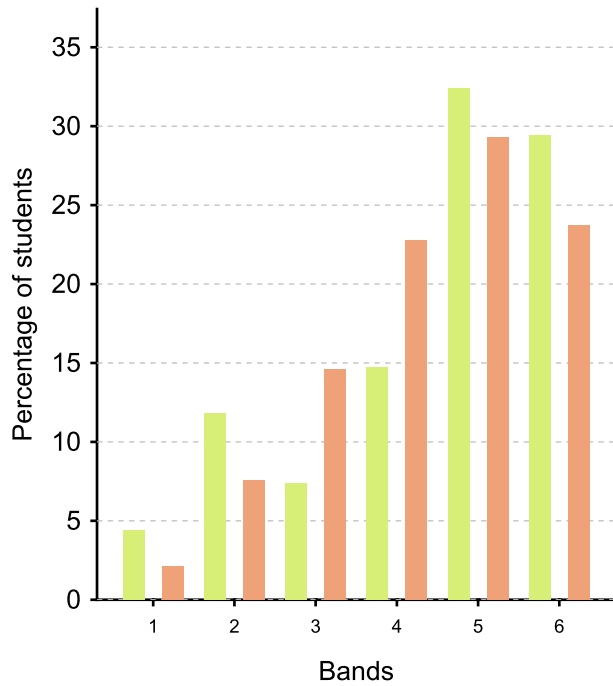
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Literacy results for Year 3 are excellent. The trend data shows that for every aspect assessed in NAPLAN Literacy our school has performed above the State, NSW DOE and SSG groups. Our Year 5 students achieved better results than the State, NSW DOE and the SSG groups in Grammar & Punctuation and Spelling only. Our Year 3 students have 64% of students achieving proficiency in Reading, 60% in Writing, 62 % in Spelling and 68% in Grammar & Punctuation. Our Year 5 students have 39% of students achieving proficiency in Reading, 13% in Writing, 36 % in Spelling and 40% in Grammar & Punctuation.

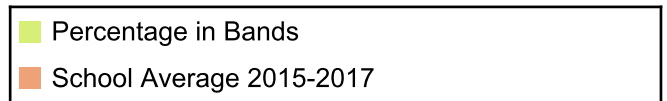
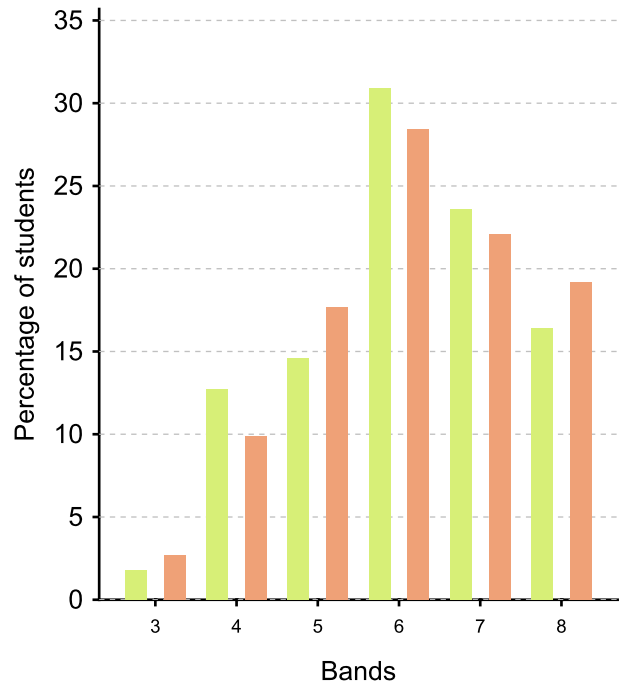
In terms of the National Minimum Standard (NMS) our Reading results indicate only 6% of Year 3 and 2% of Year 5 have attained this level. In Writing, we have 1% of Year 3 students and 5% of Year 5 students. In Spelling, we have 4% of Year 3 and 2% of Year 5 students. While in Grammar & Punctuation we have only 6% of Year 3 students and 2 % of Year 5 achieving at the NMS level.



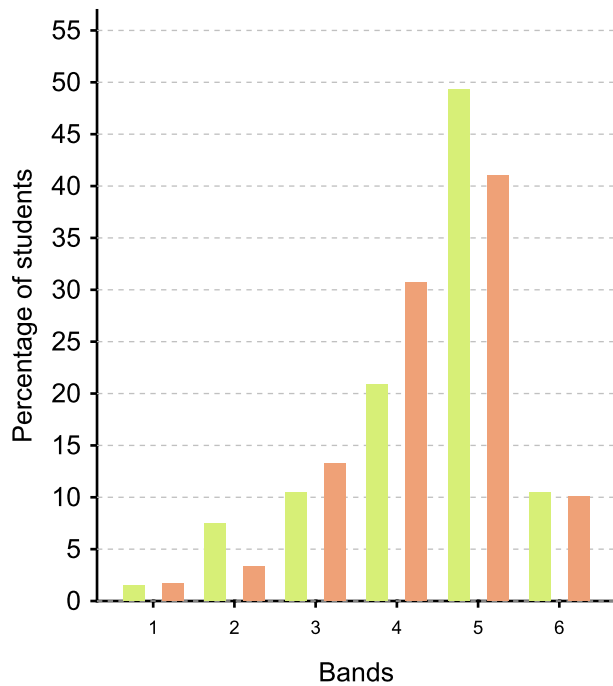
Percentage in bands:
Year 3 Spelling



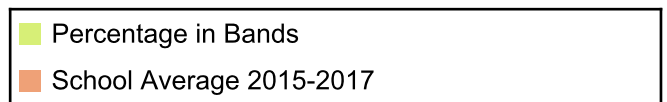
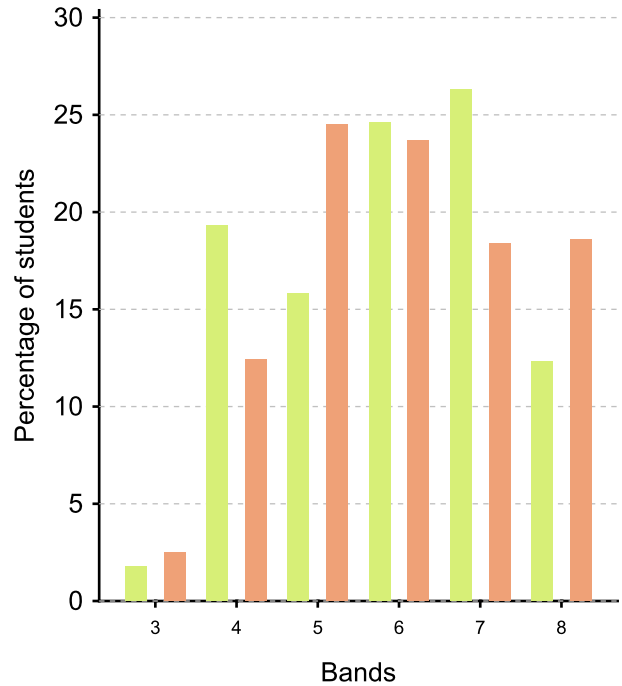
Percentage in bands:
Year 5 Grammar & Punctuation



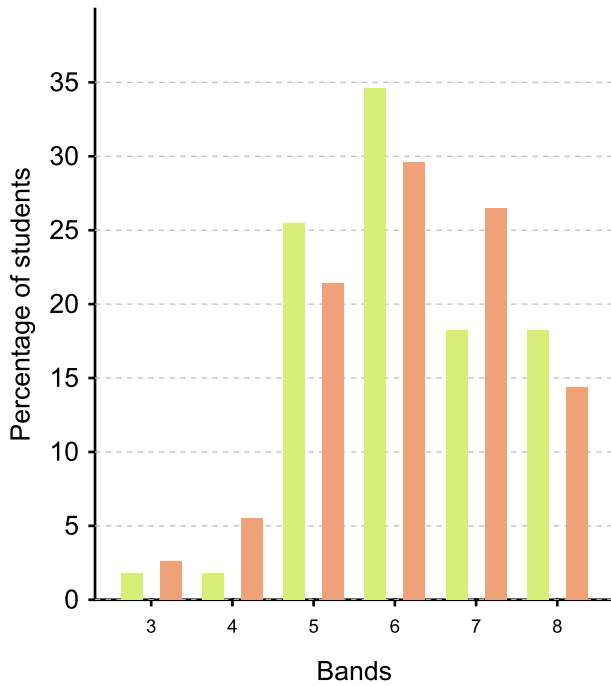
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

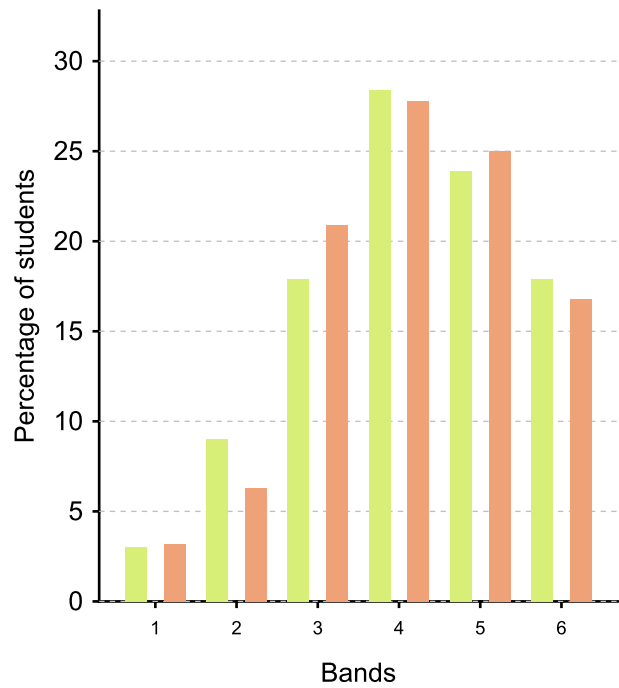


Percentage in bands:
Year 5 Spelling



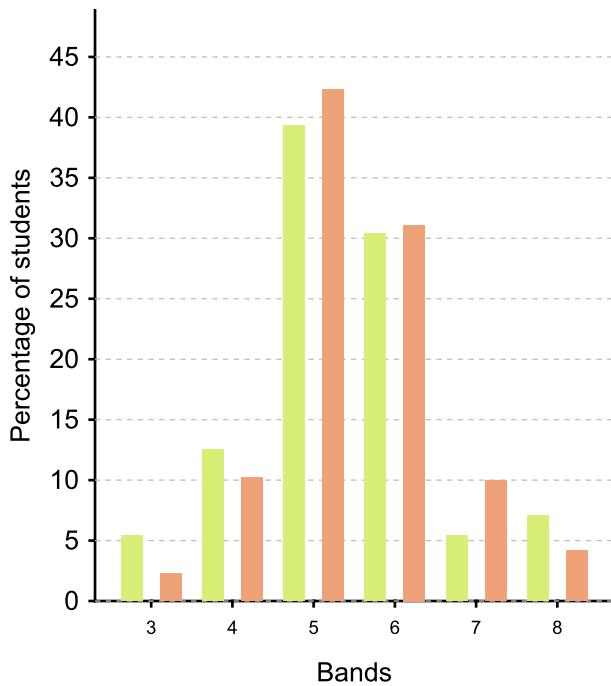
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



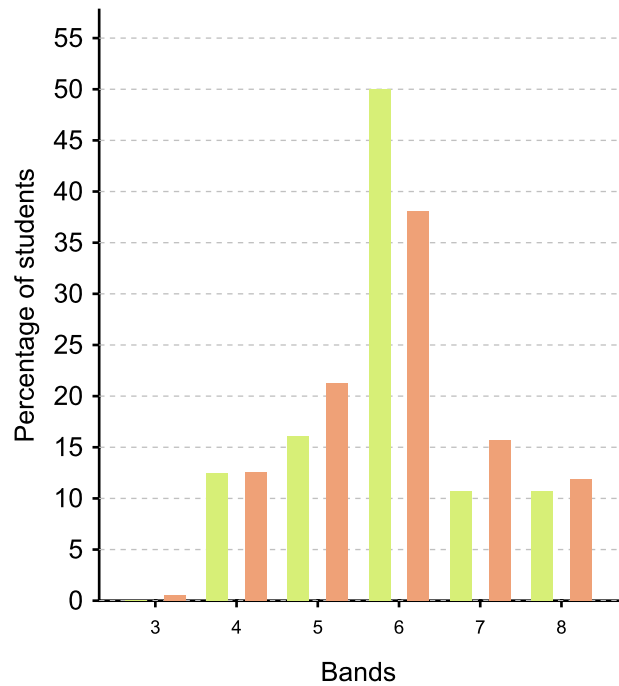
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Our Numeracy results indicate that we have no student achieving below NMS in Year 5 and only 4% of Year 3 students are in this category. 42% of Year 3 students have achieved proficiency and 21% of Year 5 students are also achieving proficiency. The trend data shows that our school has performed above the NSW DOE and SSG groups for Data, Measurement, Space & Geometry.

We have evaluated our NAPLAN performance in response to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Our overall target improvement measures for 2019 are:

- Reading Proficiency: Yr 3 = 60.3% Yr 5 = 40.3%
- Writing Proficiency: Yr 3 = 48.6% Yr 5 = 23%
- Spelling Proficiency: Yr 3 = 55.3% Yr 5 = 50%
- Grammar Proficiency: Yr 3 = 61% Yr 5 = 48.3%
- Numeracy Proficiency Yr3 = 48.3% Yr 5 = 35%
- For Aboriginal students, we have 7 students who will sit NAPLAN in 2018. Four in Year 3 and three in Year 5.
- Our target is to increase the number of students in the top 2 bands of NAPLAN by 30% in 2018.

Parent/caregiver, student, teacher satisfaction

TTFM: Social-Emotional Outcomes

Students in Years 4, 5 and 6 were surveyed around their feelings about being challenged in their English and Maths classes and about how confident they were of their skills in these subjects.

A combined 47% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. A further 28% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%. Additionally, 19% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 14%. Only 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

TTFM: Eight Drivers of Student Learning

Staff completed surveys designed to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by a question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

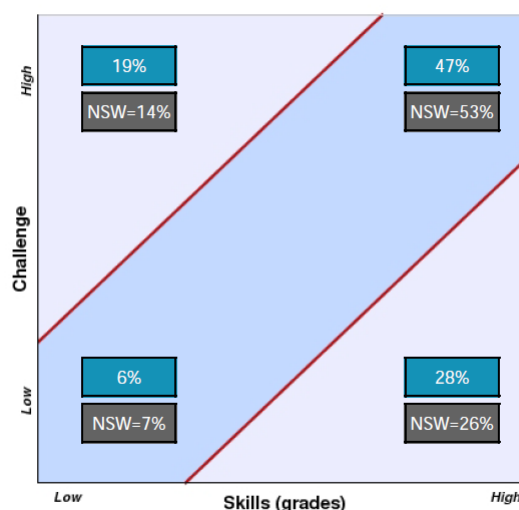
Our results indicate that the teachers strongly believe

that the school has a deficit in the area of technology and needs to purchase more devices to support their teaching programs. The lowest scoring survey item (at 4.4) was "students use technology to track progress towards their goals". In terms of Leadership, the lowest score was for "school leaders have observed my teaching" which scored a 5.3. Point Clare Public School staff used peer observations as the agreed method of lesson observations in 2017. The driver "Collaboration" scored a high 8.3 on the question stating that teachers talk about strategies that increase engagement with other teachers. The driver "Teaching Strategies" question that scored lowest (4.8) was "that students receive written feedback once every week". The highest scoring survey item (8.4) was under the driver "Inclusive Schools" and the question regarding "establishing clear expectations for classroom behaviour".

TTFM: Partners in Learning Parent Survey

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

Our Feedback from parents indicated that 95% of respondents found our newsletter to be useful or very useful while another 87% reported that our use of social media platforms including Facebook and Skoolbag to be useful forms of communication. Interestingly 51% of parents found formal interviews to be a more useful means of communication than both informal meetings and school reports. Of the seven areas surveyed, our lowest scoring section was titled "Parents are informed". We scored lowest (4.5) on the criteria that stated: "I am informed about opportunities concerning my child's future". The highest scoring area on the parents' survey was titled "parents support learning at home". In this section respondents scored highest (7.3) on the statement: "encourage your child to do well at school".



Policy requirements

Aboriginal education

In 2017, we reflected on two significant anniversaries in Australia's reconciliation journey – 50 years since the 1967 referendum, and 25 years since the historic Mabo decision. 2017 was also a year of consolidation for Aboriginal Education at Point Clare Public School. Teachers worked hard in Stage teams to find better ways to embed Aboriginal perspectives in their class programs and further improvements were made to our PLP processes. Reconciliation Week was a unique educational experience for all staff, students and our community with local elder Uncle Terry providing a moving speech and performing an Inspiring smoking ceremony. NAIDOC week was once again commemorated with our Gosford Learning Community with our Aboriginal students joining in the celebrations at Henry Kendall High School. In 2017 NAPLAN assessments our Year 5 Aboriginal students achieved no lower than Band 6 for Reading, Writing & Numeracy and Band 5 for Spelling and Grammar & Punctuation.

Multicultural and anti-racism education

In 2017, Point Clare Public continued to implement and refine the aims of the Department of Education's Multicultural Plan 2016–2018 for our local context. We have provided strong community languages programs including French, Spanish and Mandarin which were all well attended. Additionally, we employed an English as an additional language or dialect (EAL/D) teacher for 2 days per week in 2017.

We have implemented the Anti-Racism Policy and have a staff-elected ARCO (Anti-racism Contact Officer) who has a mediation, procedural, educational and monitoring role. The ARCO will be re-trained in 2018. All teachers have accessed and utilized the racismsnoway.com.au website and the associated resources including the K–2 Anti-prejudice activities. Our Harmony Day event for 2017 featured a wide variety of performers and was well supported by a large cross-section of the community.