

Austinmer Public School Annual Report



2018



1076

Introduction

The Annual Report for **2018** is provided to the community of Austinmer 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.

Lisa Whitfield

Principal

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Message from the school community

2018 has been a fabulous year for our P&C.

In 2017, we benefited from the appointment of Mrs Michelle Laval, who was able to stay at Austinmer Public School until a more permanent solution was found.

The principal's position became available and Lisa Whitfield was appointed as our new principal and started making her mark on our school before she officially started.

Lisa already secured in a matter of weeks, what the P&C has been trying to implement for many years, with a resounding majority from parents/carers, to have school levies introduced & imbedded in our school identity from Term 1, 2019.

A big thank you to acting principals Deborah Hobbs & Michelle Laval, and just as importantly to all the amazing ladies in the office; Carolyn, Jo, Caroline & Trudy, and our marvellous teachers. Whom without their dedication, commitment and passion to teach our little people of the future, there would be no Austinmer Public School.

I'd like to personally thank the committed executive members of this 2018 P&C: Tim Berry, Vanessa Avery, Breda Flanagan & Isa Stancourt, who have helped me immensely this year with committees, reports, fundraising, minutes, guidance and support. I could not have done it without you.

A massive thank you to all the committee team leaders, members & volunteers. Without all our P&C members commitment I would not have made it to the end of 2018. This parent body is the best help and support for the students, families, staff and the wider Austinmer community.

The P&C President role is not an easy job and not for everyone but what helps is the fabulous team that I have surrounded myself with, without their tireless help, we would not have such a wonderful parent/carers body that I have loved working for & with.

We saw the implementation of the Direct Funding Project, where the teachers were involved in the raising of funds for the first time. We raised over \$50,000, with the help of the Tibra Foundation, matching donations from employees. I look forward to seeing what 2019 will bring.

We saw a 25% participation increase in email subscriptions, through P&C blitzing during term 3 thanks to the Engagement & Communication team.

We had a fabulous year of fundraising, and I would like to thank ALL the organisers of all the events this year. All the

organisers (and many more that our organisers recruited) have donated their time, energy & money to host these events. We are one very lucky community to have such considerate parents/carers that are willing to donate to our school & wider community.

The P&C funded the following this year–

- 78 iPads & Covers
- A variety of Robotic Kits
- Shelving & storage Units for the Sports department
- Drums for Music department
- Flu Shots for the teaching staff
- Money for Library – yet to be spent
- Remote control Stage Curtains for the Hall
- Soccer Goals
- New Audio & Sound equipment for the Hall
- P&C Pull up Banner
- Men's Shed Fairy Garden Project
- Permaculture Site Visit & Report of school grounds
- School Stream

Most importantly this year the P&C functioned as a forum for the communication between the school principal, the teachers, the school staff and parents/caregivers.

Parents who attend our meetings as official members or not, are able to gain a greater understanding of the operation and management of the school and in turn staff are able to use input and feedback from parents and caregivers when formulating school policies. Through this involvement it becomes apparent what a mammoth job it is to manage the school and how limited funding is, as well as how dedicated the staff and parents are in working towards an exemplary school.

I'd like to thank everyone for the opportunity of being P&C President for the last two years and for your support and help throughout my two–year term.

I look forward to my new role as Fundraising Committee Team Leader in 2019 and will continue to support the new president and all committee members.

I will end with all the fabulous families who will be leaving us this year, whether you have been with Austi school for 1 year or all 7 years, we wish you all the best in your new endeavours:

Samantha Soster

2018

Austinmer Public School P&C President

School background

School vision statement

Austinmer Public School is committed to providing quality education in a nurturing, innovative learning environment.

We work together as a whole school community to prepare and inspire our students to be successful, confident and creative individuals, within an ever-changing and challenging world.

School context

Austinmer Public School, overlooking the beautiful Austinmer Beach, services students from the local community and beyond. In 2018 our student enrolment is 327.

Our dedicated staff ensure all students are engaged in quality teaching and learning experiences. The commitment of our teaching and administrative staff to the welfare and the development of the whole child is evident in everything we do.

We value strong links with our parents and community. The P&C supports the school in diverse areas to engage and strengthen student learning.

Our school continues to have a deserved reputation for sport and student wellbeing. In addition our school offers a Chinese Mandarin Community language program, access to the Academically Gifted Program, PSSA sporting opportunities and coding.

The school benefits from working together as a strong collegial group with the Seacliff Community of Schools. Through our collective actions and endeavors we provide outstanding programs for our students and a commitment to our local community.

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. This year, our School Leadership team collaboratively reflected on the evidence being presented and aligned this to the framework.

In the domain of **Learning**, our efforts have focused on Learning Culture, Well-being, Curriculum and Reporting and within these elements, the evidence showed *Delivering* against the descriptor continuum. The Positive Behaviour for Learning framework underpins a positive and productive learning culture amongst staff and students. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Future directions are clearly outlined in the school's strategic plan and Annual Report.

Our major focus in the domain of **Teaching**, of which we are *Delivering*, has been the provision of more opportunities for teachers to collaborate and plan teaching and learning programs based on assessment data and in reference to the professional standards. A variety of assessment instruments have been introduced to help monitor student learning progress and to identify skill gaps for improvement. Teachers are beginning to use the data to inform teaching, although the evidence showed working towards delivering against the descriptor continuum for data skills and use.

In the domain of **Leading**, we have continued our links with existing communities of schools to support the school's programs. We are beginning to develop a culture of distributed leadership to enhance management practices and processes. Our Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management practices and Processes elements show *Delivering* against the descriptor continuum. Future directions are clearly outlined in the school's strategic plan and Annual Report. 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/self-evidence-guide>

Strategic Direction 1

Innovative Learning

Purpose

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

Overall summary of progress

Staff strengthened their understanding of implementing learning intentions and success criteria with a particular focus on writing, reading and numeracy. This was extended to teachers using these strategies in 90% of Key Learning Areas by the end of 2018.

In Term One students, in consultation with their teachers, wrote SMART learning goals for literacy, numeracy and learning habits. At the end of Term One meetings were held for students, parents and teachers to review goals and plan strategies for future learning. Student learning goals were reviewed weekly in Early Stage One and on an individual needs basis from Stage One to Stage Three. References were made to student learning goals in Semester One and Two student reports.

In Term 3 all students were using "I can" statements based on the Learning Progressions for Understanding Texts (Reading) and Quantifying Numbers (Numeracy).

The SeeSaw app was implemented as a method of communication between parents and the school regarding student learning. Teachers and students posted work samples linked to learning intentions and success criteria.

Progressive Achievement Tests were conducted in mathematics, comprehension, grammar and punctuation to collect baseline data in Term One and to measure growth In Term Four with an average of 34% growth across the Stage One to Stage Three.

In Term One teachers were surveyed to establish base line data on the teaching of Coding and TPL sessions were conducted on code.org. Students accessed weekly coding activities.

Robotic resources were purchased and several staff attended coding workshops. Stage Three learned how to program robots using coding skills and used this knowledge to mentor students from Stages One and Two in STEM learning activities.

As a result of Parent Direct Funded projects 78 ipads were purchased. These were used in classrooms for a variety of purposes, including posting work samples on SeeSaw, supporting learning in all areas of Literacy and Numeracy and undertaking inquiry based lessons in History and Geography.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students are able to articulate their learning and understand what they need to learn next to enable continuous improvement.	Nil	Teachers use learning intentions in 90% of lessons across all Key Learning Areas with reference to the literacy and numeracy progressions. Success criteria used in all writing lessons. This enabled students to begin to articulate their learning in these areas. Students beginning to reference their work in relation to success criteria/learning goals. (Seesaw)
90% of students have one year of growth for one year of learning in literacy and numeracy.	PAT assessments to measure base line data and growth.	All students were assessed in mathematics, comprehension, grammar and punctuation in Term One. TPL on SDD Term 2 staff was provided to support the analysis of data. Students differentiated into levelled groups for mathematics, reading and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students have one year of growth for one year of learning in literacy and numeracy.		writing. Stage One, Two and Three classes were reassessed in term 4 with an overall increase of 38%.
100% of students accessing technology to support and enhance achievement of syllabus outcomes.	Direct funded project supported the purchase of 78 ipdads, Robotics, coding apps and basic construction kits for STEM activities.	<p>All teachers using ipads to post student work samples via SeeSaw, support learning in literacy and numeracy and inquiry based lessons in History and Geography.</p> <p>All classes engaging in weekly coding based activities</p> <p>Stage 3 program robots by implementing coding skills and mentoring students from Stages One and Two.</p>

Next Steps

Innovative learning will continue to be a focus in 2019 with the continuation of students accessing iPads in the classroom to enhance inquiry based learning. Online learning journals, through the continued use of SeeSaw, will extend students capacity to articulate their learning goals and to give and receive feedback. PAT assessments and a variety of diagnostic tests will be conducted to assess student learning particularly in the areas of mathematics, reading, spelling, grammar and punctuation. A whole school approach to spelling will be implemented with the introduction of a synthetic phonics program to increase spelling strategies as identified from SCOUT data.

Qualitative data collection and analysis will be enhanced with the introduction of Spirals of Inquiry. Students will be provided with explicit lessons in literacy with a focus on writing. The Seven Steps to Writing Success program will be introduced for students in years 2–6 to provide the necessary tools to enhance their writing with an initial focus on narrative and further development of persuasive techniques.

The focus on mathematics will be based on the introduction of Number Talks K–6 formulated on the work of Jo Boaler. The introduction of Resolve Inquiry based mathematics with a focus on problem solving and verbal reasoning will also be a focus. As a result of these initiatives the students will be provided with explicit skills to improve their number sense as identified from SCOUT data.

Strategic Direction 2

Quality Teaching

Purpose

To identify, understand and implement effective, explicit, evidence based teaching strategies to meet the learning needs of all students.

Overall summary of progress

A collaborative practice plan was developed and implemented which allowed for a three weekly cycle for stage teams to develop lessons and share data including peer observations and feedback. Ongoing monitoring of student progress and growth through the use of formative and summative data was conducted as part of collaborative sessions.

A SDD session was conducted on the importance of feedback and the value of collaborative practice.

Targeted staff attended TPL sessions on the literacy and numeracy progressions and led all staff in consistent teacher judgement sessions with a focus on imaginative writing. Student work samples, from identified students, were collected on pre and post assessments and plotted to measure growth from Early Stage One to Stage Three.

Specific analysis was provided of data for Aboriginal students to determine personal learning pathways.

Teachers participated in PAT data professional learning and identified areas of need for students in comprehension and maths.

A review of the effectiveness of Positive Behaviour of Learning at a whole school level was conducted and adjustments were made to the PBL matrix and minor/major behaviour definitions on EBS. Modifications were also made to the whole school recognition and consequence systems.

All staff completed Phase One – Focus on Reading. As part of these sessions staff provided evidence of implementing strategies in their teaching practice and engaged in discussion based on the improved growth in student learning based on comprehension.

All staff collaboratively developed Personal Development Plans with peers and supervisors. Priorities from PDPs also formed a focus for peer feedback with lesson observations. Staff reviewed and reflected on PDPs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs are data based and differentiate for individual student learning needs.	QTSS– \$59 449.00 Prof learning funds	Targeted staff attended PL on Learning Progressions. Targeted teacher to engage in PL – Focus on Reading. Teachers are working in stage teams to analyse data and use this to plan to provide differentiated classroom activities with a focus on writing, comprehension and quantifying numbers with reference to the literacy and numeracy progressions.
Demonstrated improvement in teachers actively evaluating sharing, discussing and implementing learning from targeted professional development with other staff to improve whole school practice.	Prof learning funds– \$17 507.00 QTSS funds	All teachers have participated in Focus on Reading phase 1 and are implementing and sharing practices in improving comprehension growth across the school. All staff contributed evidence of classroom practice.
All staff monitor their own growth	QTSS	All staff participated in a PDP process which

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and professional learning using a standard based framework to reflect on current practice and seek further improvement.		included self–reflection against the classroom practice continuum and professional teaching standards.

Next Steps

Evidence based teaching strategies will continue in the form of Focus on Reading, extending on teachers' knowledge of the literacy and numeracy progressions to create an impact wall to monitor student progress and to elicit collegial discussion around effective teacher practice.

Three instructional leaders will be appointed to increase teaching capacity in literacy and numeracy throughout the whole school.

Collaborative practice will be significantly extended to include a specialised learning hub where teachers from each stage meet weekly to conduct Spirals of Inquiry sessions, plan teaching and learning programs in reference to the Impact Wall, analyse data and celebrate areas of growth and identify areas for improvement.

The recommendations from the review of the school's PBL program will be implemented to include a revised whole school recognition system and consequence sequence.

Early Stage One staff will be receive professional learning in Language, Learning and Literacy (L3) to complement the daily literacy program. This program will also operate in Year One by trained staff. Resources will be purchased to supplement these interventions.

Staff will receive professional learning with a focus on writing through collaboration with the literacy leadership consultant, Seven Steps to Writing program, Cos meets and the NESAP NAPLAN marking modules to improve and extend quality teaching and consistent teacher judgement.

Strategic Direction 3

Community Connectedness

Purpose

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

Overall summary of progress

As part of the school planning process several meetings were conducted to consult with parents and the wider school community about strategic directions for the school from 2018– 2020 as well as evaluating the school's programs against the School Excellence Framework. Whilst these meetings were attended by 5– 10 people discussions were valuable and provided appropriate points to consider. Parents were also provided with opportunities to give their opinions about positive developments as well as areas of improvement for the school. The School Plan and Annual School Report was presented at the P&C meeting.

The NIAECG was consulted to ensure the school plan reflected the aspirations for our Indigenous students and links to the community. Recommendations were included in the plan. The NIAECG meetings were regularly attended by two teachers who provided information for the staff in relation to community plans and programs.

A Direct Funded project was established by two parents in collaboration with the principal to raise funds for technology, library, sport, music. This proved extremely successful with \$59 366.00 being raised to support these areas.

P&C established a consultative group with staff to increase the numbers of parents attending P&C meetings. Two staff attended meetings and an online P&C newsletter was created. Two day time meetings were conducted to accommodate parents who were unable to attend evening sessions. Overall attendance increased by 25%.

Parent survey to identify skills within our community had a limited response rate and will need to be repeated in 2019 with a revised method of presentation.

Several platforms of communication were introduced, to supplement SchoolStream and facebook, and to support parents to understand and extend their children's learning. These included a SWAY newsletter where classes showcased learning activities and SeeSaw for parents to receive samples of their children's learning and the opportunity for them to provide feedback.

The school information book was reviewed and updated to present to new parents to the school as well as the Kinder Orientation process changing in format to include increased orientation sessions for the students and cafe style parent information sessions.

The school established links with local schools in public speaking, debating, chess, choir, Southern Stars– dancing, PSSA sport, district, regional and state cross country, athletics and swimming carnivals.

A link was established with the local high school with the involvement of four students and a teacher in the Potential Leaders program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstrated increased levels of parent attendance and engagement in school programs.	Nil	All classes have SeeSaw accounts All classes contribute to SWAY by sharing related to school learning/projects. 230 people are registered as accessing SWAY. 75% of parents attended Parent Information sessions and 90% of parents attended goal setting meetings. P&C attendance rates increased by 25%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstrated increased levels of parent attendance and engagement in school programs.		throughout the year, particularly following the E&C community conducted a drive to seek parents to sign to the P&C online newsletter.
Evidence of meaningful and productive mutual relationships within the school and wider community.	Nil	<p>Direct funded projects allowed for purchase of technology, library, music and sport resources as negotiated between teachers and parents.</p> <p>Welcome packs designed to include revised school information booklet.</p> <p>Staff collaborated with local networks such as NIAECG, local community groups ,COS to provide. enhanced school programs. and STEMShare– 3D Printer.</p> <p>Two local primary schools attended the Year 6 Creative Arts concert .</p> <p>Parent survey to identify skills within the community.</p>

Next Steps

The school will continue to build a cohesive educational community with the principal leading parent forums regarding school priorities and initiatives for 2019. Conversation Cafes will also be introduced where the wider school community will be regularly invited to meet with the principal to discuss current school initiatives, concerns and to raise ideas to move the school forward.

Teachers will collaborate regularly with the CoS to share student writing samples to develop consistent marking judgements and to identify specific areas for improvement.

The Potential Leaders program will continue to operate with the involvement of a teacher and four students from our school joining with staff and students from across the CoS.

Plans are in place for the continuation of the Direct Funded project and the school continues its strong links with the P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>3 607.00 Aboriginal background loading utilised by SLSO and teacher classroom support.</p>	<p>All teachers with identified Indigenous students, in collaboration with parents, set learning goals for their students.</p> <p>Data was collected on Aboriginal students and Individualised Learning Plans were designed for these students.</p> <p>All Indigenous students achieving at expected or above in literacy and numeracy.</p> <p>Each student painted a tile to represent their family as part of Reconciliation Week. These were placed around the school to increase awareness of Aboriginal culture.</p>
Low level adjustment for disability	<p>21 675.00</p> <p>52 075.00 – Learning and Support Teacher worked across the school to support staff and students with a focus on Stage One.</p> <p>Whole school focus on PBL and learning support to improve student well being.</p>	<p>School learning support officers employed to work with targeted students from K–6.</p> <p>Support primarily focussed on targeted Year One students supported with individual and group based literacy interventions.</p> <p>Support provided to groups of students K–6 based on literacy, numeracy and social/emotional needs.</p> <p>Lunchtime Clubs (Structured Play activities as well as explicit social skills lessons) supported students with a variety of social and emotional needs.</p> <p>PBL data indicated an increase in student engagement and wellbeing across all school settings.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS 59 449.00</p> <p>Funds utilised by all staff to support improved practice. Teachers provided with planned opportunities (on a three week cycle) to meet together as a stage team.</p>	<p>Collaborative practice including planning meetings, lesson observations for all teachers and reflection sessions resulting in improved classroom practice with a focus on formative assessment. All teachers refined their use of feedback to students to support learning intentions and success criteria.</p>
Socio–economic background	<p>7 7110.00</p>	<p>Additional School Learning Support Officer time with a focus on Stage 2 Numeracy groups and Early Stage One Literacy initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	175	176	170	165
Girls	178	169	166	162

In 2018 student enrolments were steady with a total of 320 students forming 13 classes. It is anticipated that number of classes will reduce to 12 in 2019 due to the large number of children leaving Austinmer Public School from Stage 3 and the smaller intake of kindergarten children.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	95.9	93.9	94.8
1	94.6	94.4	95.1	90.4
2	95.9	93.9	96.3	94.2
3	95	94.7	95.4	92.6
4	95	93.9	96.2	93
5	94.3	95.2	94.7	93.9
6	96.6	95.1	94.5	91.6
All Years	95.2	94.7	95.2	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is recorded and monitored as per NSW Department of Education. Our school attendance rates are lower than expected due to the large proportion of families taking extended special leave (holidays).

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.62
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Austinmer Public School has a team of experienced teachers, two of whom identify as Indigenous 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	100
Postgraduate degree	15

Professional learning and teacher accreditation

All staff engage in professional learning. Mandatory requirements, such as CPR and Child Protection training are conducted on School Development Days. Additional training across the whole school has been undertaken utilising the Higher Order Ways To Learning as offered by the Wagga Wagga Operational Directorate.

Professional learning is undertaken by individual staff including sessions on Focus on Reading, Coding, Visible Learning, PBL– Functional Behaviour Assessments, project based learning, PLAN2, PAT assessments and formative assessment strategies, introduction to the learning progressions.

The direction and the content was guided by the principal and the leadership team to address the learning needs of the students. The professional learning schedule also incorporated issues and areas of focus identified by the staff, the Learning Support Team and the leadership team.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	86,433
Revenue	2,861,206
Appropriation	2,646,383
Sale of Goods and Services	2,531
Grants and Contributions	210,616
Gain and Loss	0
Other Revenue	0
Investment Income	1,676
Expenses	-2,727,951
Recurrent Expenses	-2,727,951
Employee Related	-2,417,640
Operating Expenses	-310,311
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	133,255
Balance Carried Forward	219,689

At Austinmer Public School, we have set financial management processes and governance structures to meet financial policy requirements. Monthly reviews between the principal and the school administration manager were conducted with the aim to continue to improve the balance carried forward for future teaching and learning targets. The reimbursement of long term sick leave has resulted in a larger than anticipated balance being carried forward.

In 2019 the funds will be expended on the employment of an extra staff member to take on the role of Literacy and Numeracy Instructional Leader.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,266,387
Base Per Capita	64,972
Base Location	0
Other Base	2,201,415
Equity Total	84,449
Equity Aboriginal	3,607
Equity Socio economic	7,110
Equity Language	0
Equity Disability	73,731
Targeted Total	27,366
Other Total	105,281
Grand Total	2,483,483

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

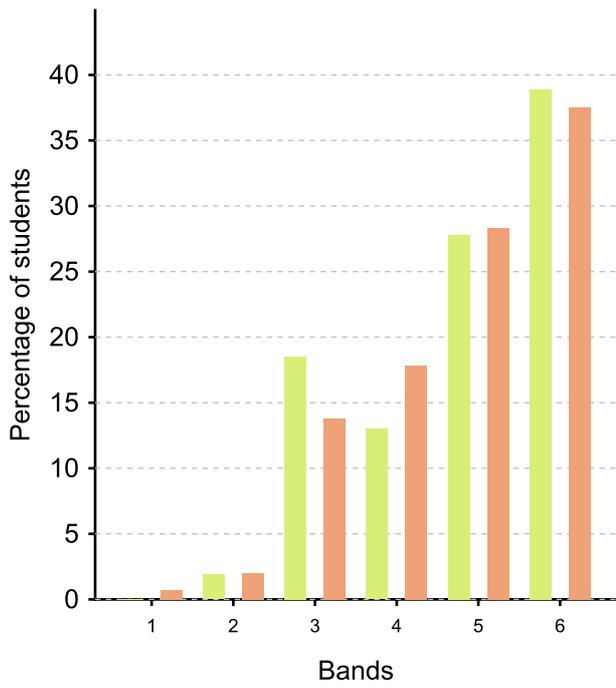
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

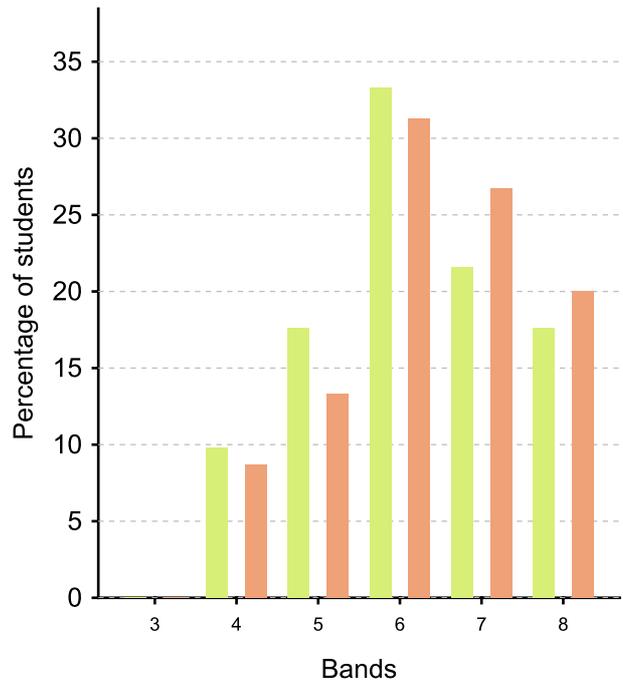
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

66.7% of our children performed in the top two bands in reading for Year 3 and 39.29% in Year 5. Both of these results demonstrated we are performing above state average in reading. 46.3% of our Year 3 children and 15.7% of our Year 5 children achieved in the top two bands in writing.

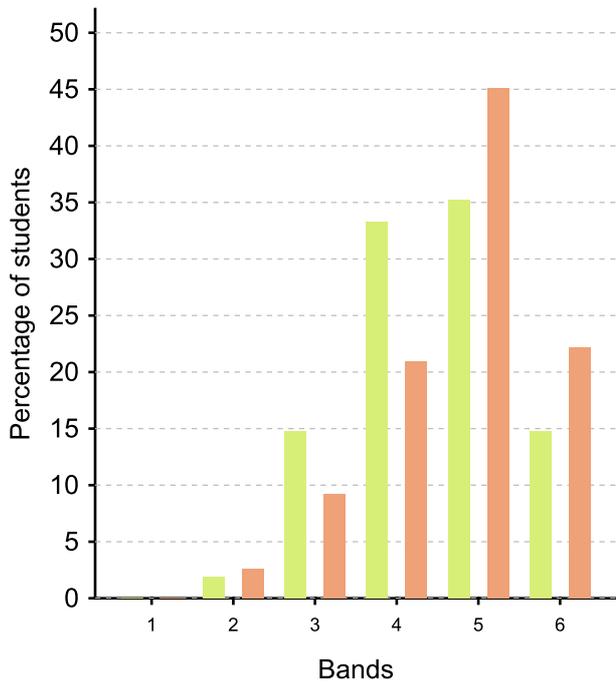
Percentage in bands:
Year 3 Reading



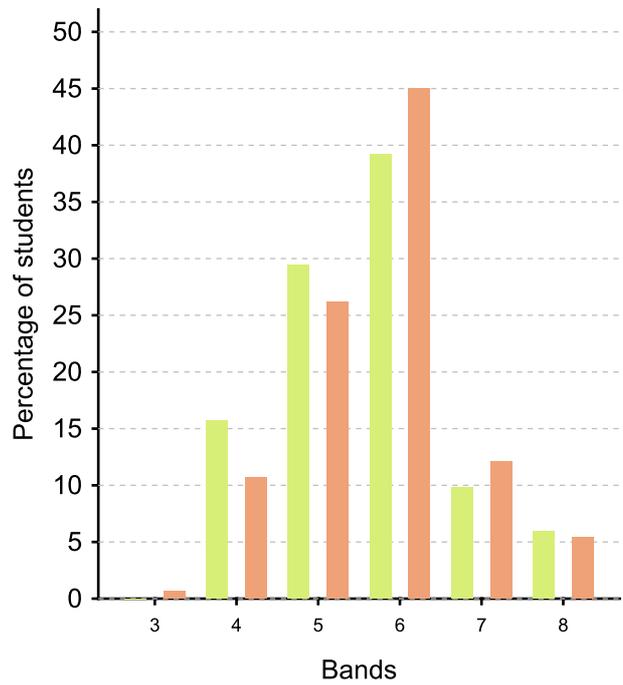
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing

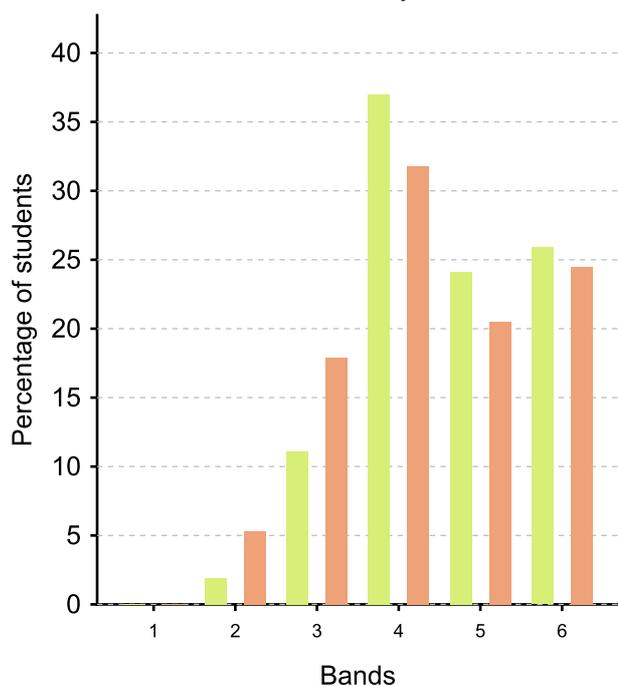


Percentage in bands:
Year 5 Writing

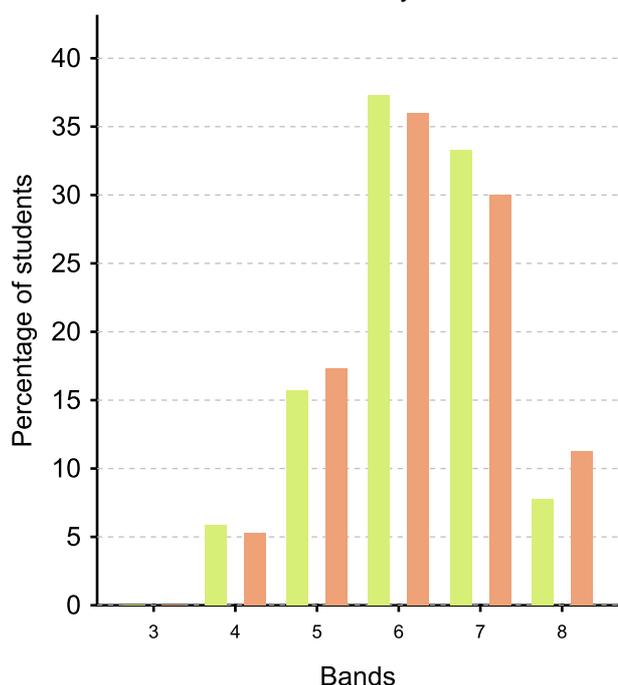


In 2018 Austinmer Public School achieved above state average in numeracy. 50% of Year 3 students and 41.2% of Year 5 students achieved in the top two bands, with less than 6% achieving in the bottom two bands.

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 both Years 3 and 5 the size of our cohort of aboriginal students undertaking the NAPLAN

assessments was under 10, therefore their performance is not reported.

Parent/caregiver, student, teacher satisfaction

Parent forums were held to gauge parent/caregiver satisfaction and feedback for the school plan 2015–2017 in terms of the school excellence framework and to provide ideas for school initiatives for the new school planning cycle.

Every parent reported attending at least one parent meeting and the main view held was that meetings were more valuable than written reports. A request was made that the mid year interview/ meeting is more widely promoted by the school.

Physical exercise and sport were considered to be the most desirable playtime activities with Creative and Practical Arts activities being the second choice. PBL is well supported by parents as well as music, choir, technology/ coding, chess and clubs(structured play activities).

Most teachers felt that Learning Culture and Inclusive School were the leading drivers of student learning closely followed by Teaching Strategies and Data Informing practices. Most areas highly rated by teachers were working with leaders to create a safe and orderly school environment, discussing student learning problems with colleagues, ways of engaging students, monitoring of student progress, linking learning to students' own experiences and providing explicit feedback from assessments to further improve student learning.

All students, from year 4 to year 6, reported they have friends and are trying hard to succeed. The number of students reporting as having been bullied (physical, social or verbal) was well below NSW Govt norms. All students reported high levels of engagement with their learning with the exception of homework. The majority of students would like to be involved in sports, running and playing physical games during play times.

Policy requirements

Aboriginal education

In 2018, 7 students identified as having Aboriginal heritage, These students met with parents, teachers and the Aboriginal team to develop Personalised Learning Plans. (PLPs) Data was collected on Aboriginal students for Literacy and Numeracy outcomes with all students achieving at or above expected levels.

The principal consulted with the NIAECG in regards to the school plan for 2018– 2020.

The school provided multiple learning experiences for all students K–6 as well as targeted opportunities for our Indigenous students. These included:

Reconciliation Week– each student painted a tile to represent their family. These were placed around the school to increase awareness of Aboriginal culture. Several students, including the student leaders, attended the Reconciliation Walk. Four students represented the school at the NAIDOC Week Reconciliation Morning Tea at the Novotel in Wollongong.

NAIDOC Week– rotational activities including lessons based on Indigenous female role models with the theme of: "Because of her we can".

Throughout the year, a School Learning Support Officer (SLSO) was employed to support the implementation of the student's PLPs and monitor progress towards their goals. This information was used to review and revise plans as required.

During the Kindergarten orientation program, new parents were provided with information regarding the Indigenous programs in the school.

Two students received a 'Deadly Encouragement Award' from the NIAECG at Waniora PS.

Multicultural and anti-racism education

Each year Austinmer Public School acknowledges the many facets of multi-cultural Australia.

The school celebrated Harmony Day along with Grandparents Day which included a school assembly followed by class activities which were shared with parents, grandparents and the wider school community.

Many students participate in the before school Chinese Mandarin Language Programs which are offered for students from K to 6.

All stage 3 students participated in the Lion's Club Peace Poster competition.

One staff member is the school's Anti-Racism contact officer who provides staff with information and procedures regarding this area.