

Pacific Palms Public School Annual Report



2018



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Introduction

I am proud to present the Pacific Palms Public School Annual Report for 2018 which summarises our priorities and achievements for the year. A rigorous situational analysis has been strategically conducted throughout this year by all executive, teaching and administrative staff. This has resulted in some significant changes around management practices and processes, targeted professional learning and a focus on effective classroom and collaborative practice.

Pacific Palms Public School is a dynamic learning community where the students are continually challenged, extended and nurtured. One of the most notable and evident aspects of Pacific Palms Public School is that it is a place where the students are enthusiastically engaged in their learning and with all aspects of their education. The learning environment is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, socially, emotionally, creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours. I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

In 2018 the Australian Curriculum, Assessment and Reporting Authority (ACARA) identified Pacific Palms Public School as one of 60 NSW schools having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN. I would like to extend my congratulations to our staff, students and school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging. I am incredibly proud of the innovative teaching and learning that occurs in our school to ensure that every student can perform to their full potential. We want every child in our schools to be known, valued and cared for.

Pacific Palms Public School is a school that is renowned for its academic excellence and rigour, its innovative thinking and learning programs, its rich and diverse co-curricular programs, its clear strong wellbeing programs with a focus on the development of leaders and the service of others and a positive affirming culture that celebrates engaged learning and the achievement of personal best. Our students are developing future ready capabilities to be successful global citizens. With our focus at Pacific Palms on fostering a culture of learning in which thinking is visible and valued, and our student wellbeing program focusing on character attributes, we are equipping our young people for life beyond school.

In reading the content of this report please keep in mind that behind every section are stories of student achievement, stories of our commitment to our students and, further each section is a celebration of the strong learning environment that has been created at Pacific Palms Public School in the interests of providing a quality and well balanced education to all who attend. I publicly acknowledge all students, staff, parents, school P&C, school partners and thank all who have contributed to the school and its outcomes in 2018.

I extend a huge thank you to the executive team for your commitment, professionalism and unrelenting efforts in promoting excellence in our school.

Melissa Merchant

Principal

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School background

School vision statement

Students are valued, cared for and inspired to be innovative learners. Our passionate educators provide quality, engaging and challenging learning experiences with a future focus. Respectful relationships are nurtured with all stakeholders through collaborative partnerships.

At Pacific Palms we strive for:

Equity – to ensure that all students have a strong foundation in literacy and numeracy;

Excellence – so that every student, every teacher, every leader and the school improves every year;

Engagement – to ensure that every student is known, valued and cared for as an individual who is prepared for the challenges and opportunities of the future.

School context

Our school is a dynamic school located in the Great Lakes area of the NSW Mid North Coast and is only metres away from the beautiful Boomerang Beach. The school draws in students from a wide range of socioeconomic backgrounds and our current population is 320. Our school FOEI is 92.

The school community values respect and promotes wellbeing within a safe and caring environment. Our experienced teaching staff is highly motivated and dedicated to providing a range of innovative and engaging programs to ensure that all of our students receive a quality education promoting improved outcomes. Our teachers are committed to improving reading and numeracy outcomes to support the Bump it Up initiative (2017–2019).

We foster positive relationships and encourage students to care for their learning. Parent and community partnerships are valued and supported by our community liaison officer, student wellbeing officer and our Parents and Citizens Association (P&C). Our wellbeing officer provides opportunities, advice and mentoring programs for students, inspiring them to care for themselves and for others.

Our curriculum caters for a broad range of interests and needs with a variety of sporting, cultural and creative arts programs. We encourage students to care for the environment and we have a motivated GreenTeam who promote environmental awareness.

An active Learning Support Team ensures that all of our students have the support needed to reach their full potential.

We have community support through our volunteer tutor program, ensuring that all children are provided with opportunities to achieve success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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**, our school is committed to creating a culture of learning with rigorous assessment practices, quality teaching and a focus on student wellbeing to ensure that all students connect, succeed, thrive and learn. Across the school we have implemented Positive Behaviour for Learning and classes are well managed and expectations are becoming more consistent across the school. Student wellbeing is supported by our wellbeing officer and allows further learning and support programs to be implemented across the school. A strong LaST ensures that students' individual learning needs are catered for and more regularly monitored. The introduction of Visible Learning in 2018 has provided opportunities for staff to use learning intentions and success criteria in their classrooms to explicitly describe what students are expected to know, understand and do and involve their students more in their own learning.

In the domain of **Teaching**, we have focussed on effective classroom practice, using data to drive our teaching and rigorous professional learning aligned to our school plan. Continuing to participate in the Bump It Up (BIU) initiative with a focus on reading has allowed our school to strategically reflect on quality teaching and assessment practices and identify improvement measures. We have focused on improving our practice and consistency in teaching reading across the school. All teachers have committed to ongoing development and readily participate in professional learning which is targeted to pursue and maintain the whole school PDP goal of improving reading and comprehension. This goal has been supported by regular whole school staff meetings and Professional Learning Circles (PLCs) where staff is able to participate in rich discussions around pedagogy and best practice on reading strategies. Collaborative practice has been a key initiative to ensure regular opportunities for feedback and school wide improvement. Assessment data is collected at a whole school level to allow staff to examine trends and future directions. All staff participates in PDP conversations with their supervisors and regularly reflects on their learning goals. As a school we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Classroom observations, instructional rounds, walk throughs by executive staff and PDPs have occurred across the school and have provided opportunities for staff to reflect on their own practice and be mentored by more experienced teachers. Beginning teachers and teachers seeking accreditation have been supported by mentors and have reflected on their practice and professional development opportunities guided by the Australian Professional Standards for Teachers. Staff has used NAPLAN, PAT, CARS, benchmarking and point of time classroom assessments to guide their teaching and reflect on student progress.

In the domain of **Leading**, staff is encouraged to engage in leadership opportunities, our school plan is our core document to drive directions and resources and management practices are strategically aligned to this plan. Opportunities are provided for students, staff and the community members to provide constructive feedback on school practices and procedures through school based and Tell Them from Me surveys and forum groups. Monitoring, evaluation and review processes are part of our school practice. The collection and analysis of data is used to plan and implement school wide programs and support the allocation of resources, directions for professional learning and performance monitoring and reporting. Staff has had the opportunity to develop their leadership skills by presenting at staff meetings and at an executive level by attending collegial leadership network meetings, Stronger, Smarter and the Art of Leadership. We have a growth mindset of establishing a professional learning community.

Mapping and tracking ourselves on the School Excellence Framework has assisted the school to clarify our priorities in developing our 2018–2020 school plan. This will lead to significant improvements in all areas of the school over the next 2 years. 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

Innovative Learning

Purpose

Create a future focused centre of excellence with teachers engaging students in rich learning experiences where individual capabilities are recognised and developed allowing them to flourish.

Overall summary of progress

Professional learning on success criteria and learning intentions took place. Visible Learning Matrix completed by staff. Teachers demonstrated an increased understanding and use of SC and LI. Teachers demonstrated an increased understanding and use of SC and LI in teacher programs. Staff brainstormed "what makes a successful learner?" Student interviews were organised and students responded to the question, 'What is a successful learner?' and 'What do they say and do?' Collected words were used to create a concise, consistent and meaningful list of words that describe what a successful learner looks like. Instructional rounds were held where teachers looked for; questioning, student understanding of learning intentions, success criteria, visible learning (in the classroom) and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating active engagement in their learning by 5% as evidenced by the TTFM student survey for interest and motivation to 86% and skills and learning challenge to 61%.	\$0	In the TTFM student survey Interest and motivation scored 73% and skills and challenge 42%.
Increase in critical innovation in all teaching and learning. Increased evidence of student critical thinking, collaboration, communication and competence in technology use.	\$32000	Professional learning and IT resources purchased eg. Bluebots, coding.
School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Learning domain: Learning Culture theme High Expectations.	\$0	School self evaluation against the School Excellence Framework (SEF 2) continuing at sustaining and growing for 2018.
Visible Learning school capacity assessments and Evidence in Action Plan indicate significant growth.	\$16000	Staff have been actively engaged with professional learning delivered by the Crowin Education group alongside primary colleagues from the Great Lakes Learning Community. We have had one Visible Learning school capacity assessment this year and since that report was completed growth has been made in some of the domains.

Next Steps

In 2019 our focus on Visible Learning will continue. We will be finalising the key words that describe a successful learner and explicitly teach these to the students. We will continue to refine our use of success criteria and learning intentions in key learning areas.

In 2019 we will also focus on effectively teaching goal setting for students and to provide rich and rigorous feedback.

Strategic Direction 2

Inspirational Educators

Purpose

Enhance the capacity of teachers to identify, understand and implement explicit teaching strategies to embed high quality teaching and learning practices which maximise growth for every student in literacy and numeracy.

Overall summary of progress

Our overall purpose to enhance teacher capacity and improve student outcomes in literacy and numeracy for all students was a constant focus for our school in 2018. Staff (including SLSOs) participated in targeted professional learning that allowed them to update their learning around the common PDP goal of improving student benchmark levels and comprehension skills. Additional professional learning was also provided for English Textual Concepts, learning progressions, explicit reading strategies, effective reading instruction in the early years and assessment.

Executive staff conducted walkthroughs to document observable changes to practice as a result of professional learning.

Procedures were put in place to allow for greater consistency across the school in programming and guided reading sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Triangulated school and national data using formative and summative measures indicates improvement in reading and numeracy across the school.	\$0	Stage 2/3 classes using PAT (maths, reading), CARS, NAPLAN, bench marking and class assessments to plot their students and plan lessons based on point of time information. Stage 1 classes using benchmarking, SENA and class assessments to plot their students and plan lessons based on point of time information.
School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Leading domain: Educational Leadership theme Instructional Leadership.	\$30000 (CLN-\$3000, Instructional Leader-\$10000, Art of Leadership-\$5000, Instructional Rounds-\$10000, Stronger/Smarter-\$2000)	Staff were provided with opportunities to share their knowledge at professional learning sessions and all staff participated in instructional rounds. Executive participated in Collegial Leadership network meetings. Executive staff participated in Stronger Smarter program and Art of Leadership to further develop their leadership capabilities. Executive member released to support staff as Instructional Leader across the school. Continuing at sustaining and growing in 2018.
School self evaluation against the School Excellence Framework (SEF V2) validates growth from sustaining and growing to excelling in the Teaching domain: Effective Classroom Practice theme Explicit Teaching.	\$26 000 (PLCs)	Growth in this area was supported by the introduction of learning intentions and success criteria across the school. Professional learning around explicit practice in reading allowed for greater teacher consistency. Bump it up continued to be a school priority with a focus on reading and numeracy. A whole school goal on improving reading levels allowed for a targeted approach to reading. Continuing at sustaining and growing in 2018.

Next Steps

In 2019, professional learning will continue to focus on the Bump it Up initiative around enhancing teacher capacity and improving student outcomes in reading and Numeracy.

We will focus on reading and comprehension in Literacy:

- Revisiting English Textual concepts on a regular basis and provide rich examples that can be applied to the classroom
- Continuing to purchase quality picture books and chart them on overview sheets
- Programming reading/comprehension incorporating English Concepts and cross curriculum links
- Revising our assessment schedule
- Beginning to explore English Learning Progressions for comprehension/reading thread
- Beginning to plot comprehension/reading thread on PLAN 2

We will focus on thinking processes in Numeracy:

- Staff sharing their learning sprints with other teachers
- Locating rich literature that can support cross curriculum links and embed in programming
- Continuing to develop and explore number talks
- Using success criteria and learning intentions to guide lesson development
- Reflecting on assessment for, as and of including SENA
- Embedding goal setting for students
- Beginning to plot specific numeracy threads on PLAN 2
- Revising our assessment schedule



Strategic Direction 3

Inclusive Environments

Purpose

Strengthen our school culture to support wellbeing and enable every student and teacher to succeed, connect, thrive and learn.

Overall summary of progress

We continued to implement a school wide approach to wellbeing where all stakeholders understand and demonstrate the core values of positive behaviour for learning. We developed a consistent staff approach to the processes of wellbeing within the school (Learning & Support referrals, IEP's, PLP's, discussion room, reward systems and attendance plans). Signage was designed and is now displayed throughout the school as a visual reminder of school expectations. PBL lessons were written and taught consistently across the school in a team teaching setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in respectful relationships between students as reflected in Sentral wellbeing records.	\$26000	Records show an increase in negative wellbeing entries being recorded on Sentral compared with 2017. This is due to the fact that all staff are now recording negative incidents on SENTRAL and we strategically use this data to inform PBL teaching expectations. Targeted wellbeing programs and employment of a SLSO Student Wellbeing Officer has significantly impacted on the social and emotional wellbeing of our students.
School self evaluation against the School Excellence Framework (SEF V2) validates growth from delivering to sustaining and growing in the Learning domain: Wellbeing theme A planned approach to wellbeing.		School self evaluation against the School Excellence Framework (SEF V2) validates growth to sustaining and growing for 2018 in the Learning domain: Wellbeing theme A planned approach to wellbeing.
Increase the percentage of students by 5 points in the TTFM student survey for positive learning climate to 8.3.	\$15000	Positive learning climate (students understand there are clear rules and expectations for classroom behaviour) scored 7.7, a drop of 0.1 from 2017. Next year when PBL moves into the classroom we hope to further improve. PBL Signage around the school has also improved whole school expectations and consistency.

Next Steps

Our aim in 2019 is to move Positive Behaviour for Learning into the classroom to support classroom behaviour management and to ensure a consistent approach across the school. Lessons will be written to support this implementation and casual teachers will have the opportunity to be upskilled in this area too. Our executive staff member will continue to facilitate the PBL Hub meetings.

Staff will continue to fine tune and aim for greater consistency when it comes to playground expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$22 077.00) 	<p>Staff developed Personalised Learning Pathways for Aboriginal students however there was not enough regular and rigorous consultation with students. With a whole school focus on Visible Learning and goal setting in 2019 we have decided to implement Goalhub. This program will allow more regular self monitoring and ownership by students.</p> <p>Funding was allocated to K–2 classes to support the delivery of targeted reading instruction. This instruction supported student learning in reading and comprehension and consistency and key strategies were introduced through targeted professional learning for both teachers and SLSOs. In 2019, support will continue but possibly only K/1.</p> <p>Cultural awareness has often been isolated and on a needs basis eg NAIDOC celebrations and with no real connections with local Aboriginal community. Aboriginal parents were asked to complete a survey indicating what direction they would like to see us take in 2019.</p> <p>In 2019 we will be establishing a junior AECG, engage regularly with an Aboriginal community member to ensure rich and ongoing connections and organise Aboriginal signage across the school</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$6 407.00) 	<p>Individual targeted support provided to our EAL/D students and in class support during guided reading sessions allowed our students to take a more active role in their learning. Both students have IEPs which allow class teachers and EAL/D teacher to regularly monitor, assess and reflect on their learning goals.</p> <p>Opportunities were also provided for the students to bring some of their own language into the classroom.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$29 515.00) 	<p>Funding was allocated to K–2 classes to support the delivery of targeted reading instruction. This instruction supported student learning in reading and comprehension and consistency and key strategies were introduced through targeted professional learning for both teachers and SLSOs. In 2019, support will continue but possibly only K/1.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$57 679.00) 	<p>Funding an Instructional leader provided valuable opportunities for targeted walkthroughs to occur based on the school's priorities. Feedback was provided to staff and measures were taken by class teachers to modify their learning programs to ensure greater consistency.</p> <p>QTSS funding ensured that time was made</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57 679.00) 	<p>available to facilitate rigorous professional discussions around PLPs and individual and whole school goal setting.</p> <p>Funding was also used to mentor beginning teachers and support teachers through the accreditation process.</p> <p>Executive staff attended Collegial Leadership Network meetings and applied the information gained through professional learning back at school to support their staff.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Socio-economic background (\$71 500.00) 	<p>Parent surveys, feedback from staff and students and well being notifications on Sentral all indicate that the funding spent on supplementing the well being officer has been instrumental in supporting the well being of all students. Personalised programs, whole school initiatives and networking with parents and staff have all contributed to our students feeling more supported. The well being officer and staff work together to ensure that the needs of students are addressed quickly and with a positive outcome.</p> <p>Funding was allocated to Stage 2 classes to support the delivery of targeted reading instruction. This instruction supported student learning in reading and comprehension and consistency and key strategies were introduced through targeted professional learning for both teachers and SLSOs. The support was predominately in class with selected students or small groups .</p> <p>IEP days provided an opportunity for teachers and learning support teacher to collaborate to review individual student goals and discuss where to next on their learning journey.</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$4 269.00) 	<p>Lesson observations, PDP meetings, instructional rounds and professional learning all provided valuable opportunities for our beginning teacher to further develop his practices and consolidate his professional growth.</p> <p>Feedback from lessons, discussions, programming checklists and PDP documentation all indicate that the beginning teacher is working towards achieving his goals.</p> <p>Collaborative practice with Stage 2 colleague allowed beginning teacher to further develop programming and instruction.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	155	177	188	183
Girls	147	147	140	130

Numbers of students attending Pacific Palms Public school has reduced slightly in 2018. In 2019, we will currently have 12 classes, instead of 13 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	93.1	90.9	94.6
1	91.2	92.8	89.6	91.6
2	92.8	92	92.6	92
3	93.2	91.3	90.8	92.8
4	92.3	92.7	89.8	91.4
5	88.8	90.2	91.7	90.6
6	88.6	86.6	90.3	89.9
All Years	91.7	91.4	90.8	91.7
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

Pacific Palms Public School continued to implement the Attendance Guidelines document that was introduced to staff in 2017. These guidelines explained the procedures for all staff to follow that would support improved attendance and meeting of targets. All rolls are marked on Sentral by 9.15 am. Attendance concerns are followed up by LaST (after referral and initial follow up from class teacher) and assistant principal (Strategic Direction 2). Twice a term attendance data is sent to HSLO. Regular attendance

updates are placed in the newsletter for parents and carers. Letters of attendance concern are sent home to children at risk and referral to HSLO or a FACs report are made if other strategies have not made an impact.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.92

*Full Time Equivalent

Currently there are no Aboriginal Torres Straite Islander staff members.

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	10

Professional learning and teacher accreditation

Ongoing professional learning has occurred for all stakeholders across the school. All teaching staff participated in 5 professional learning days during the year, SLSOs participated in 1 day and SAOs one full day. In addition we had our school development days which focused on Visible Learning (an initiative of the Great Lakes Learning Community) and Strategic Directions 2 and 3. Professional learning was strategically linked to our school plan and provided opportunities for collegial discussions, looking at best practice and current research. Staff also meet as part of their mandatory PDP meetings throughout the year. Our beginning teacher received additional support throughout the year. We had two teachers submit their accreditation at a proficient level. Instructional rounds were also conducted across the school to allow staff to reflect on best practice and discuss trends and approaches across the school in visible learning.

There are currently no Lead or Highly Accomplished teachers at the school.

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	279,715
Revenue	2,798,418
Appropriation	2,674,107
Sale of Goods and Services	11,040
Grants and Contributions	107,596
Gain and Loss	0
Other Revenue	3,117
Investment Income	2,558
Expenses	-2,875,788
Recurrent Expenses	-2,875,788
Employee Related	-2,590,098
Operating Expenses	-285,690
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-77,370
Balance Carried Forward	202,344

• the school's financial management processes and governance structures to meet financial policy requirements

any unusual spending patterns or substantial underspending/overspending (for example accommodating leave, illness, savings for planned capital expenditure).

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	2,155,788
Base Per Capita	63,425
Base Location	10,576
Other Base	2,081,788
Equity Total	203,446
Equity Aboriginal	22,077
Equity Socio economic	72,568
Equity Language	6,407
Equity Disability	102,394
Targeted Total	33,077
Other Total	102,834
Grand Total	2,495,145

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.

In 2018, NAPLAN results in reading indicated that:

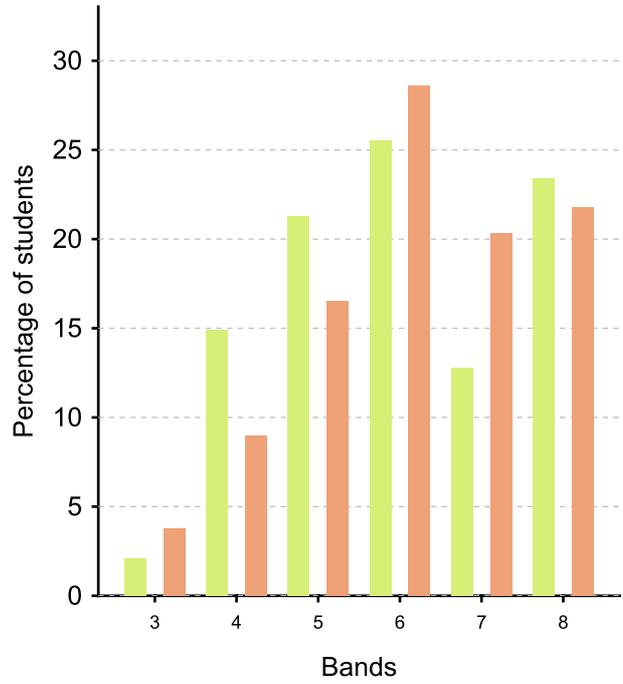
Year 3 students:

- Band 6–36.6%
- Band 5– 14.69%
- Band 4–19.59%

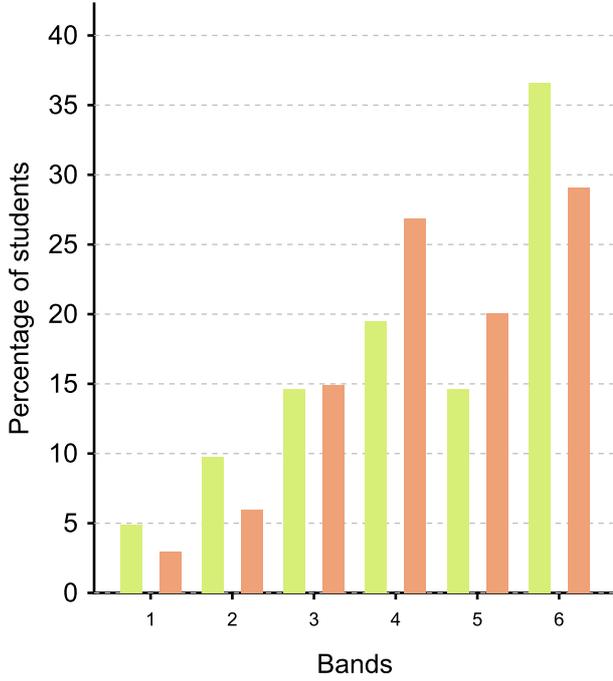
Year 5 students:

- Band 8–23.4%
- Band 7–12.89%
- Band 6–25.5%

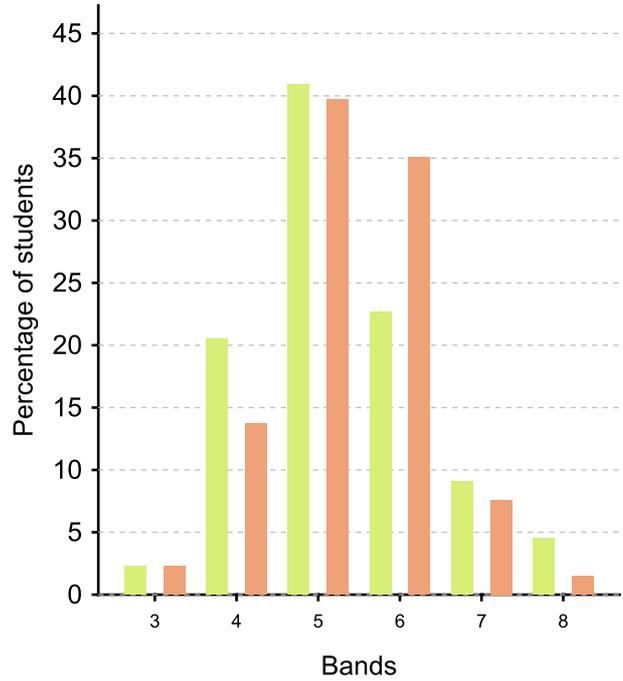
Percentage in bands:
Year 5 Reading



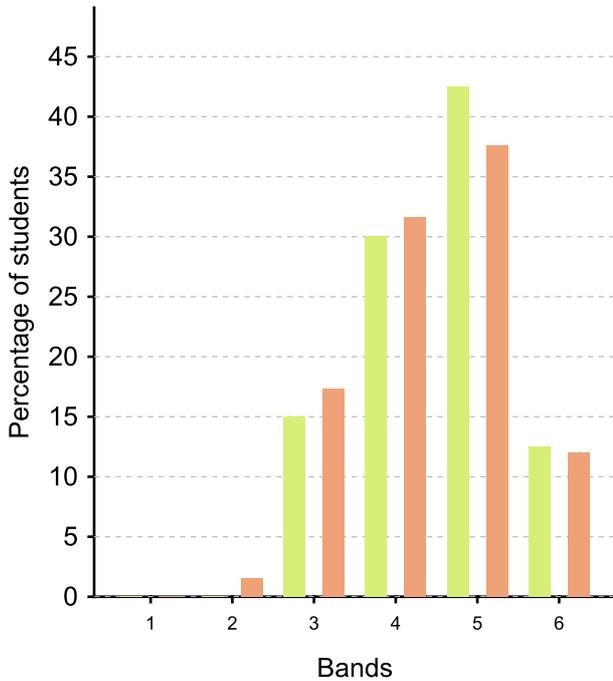
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Writing



In 2018, NAPLAN results in Numeracy indicated that:

Year 3 students:

- Band 6–19%
- Band 5– 31%
- Band 4–16.79%

Year 5 students:

- Band 8–10.6%
- Band 7–21.3%
- Band 6–25.5%

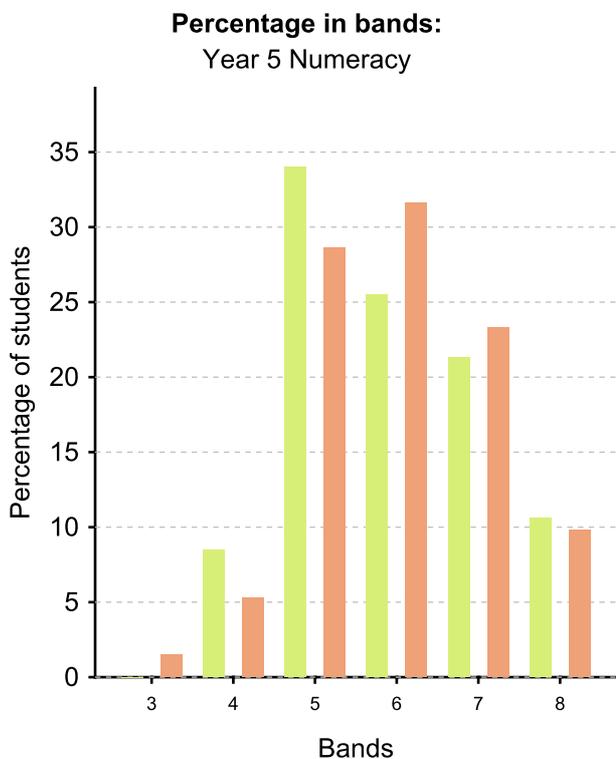
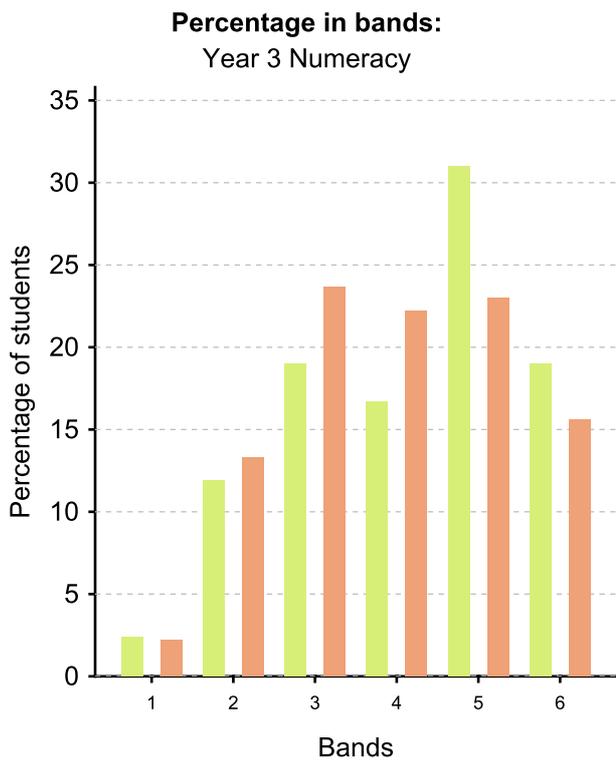
to <http://www.myschool.edu.au> to access the school data.>

State Priorities: Better services – Improving Aboriginal education outcomes

No Aboriginal students sat NAPLAN in Year 3. Seven Aboriginal students sat NAPLAN in Year 5. Students who achieved at or above expected growth were:

- Writing 60%
- Spelling 20%
- Numeracy 50%
- Grammar and Punctuation 60%

The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school, as specified in the Premier's Priority to improve education results. In 2018 we had an average of 41.81% of students in the top 2 bands. In 2017, the average was 46.28%. This is a significant increase from the previous 3 years where the average was below 35%.



The My School website provides detailed information and data for national literacy and numeracy testing. Go



Parent/caregiver, student, teacher satisfaction

Year 6 Student Exit Survey

Forty five Year 6 students were surveyed using a survey created by executive staff. They were asked questions about what they thought the school's strengths and areas of development were, whether they felt prepared for high school and what they would miss about the school.

Results included:

- 18 students said that they would miss the teachers and a further 18 said that they would miss their friends.
- 100% of Year 6 students felt safe at school.
- 6 students said that they had reservations about moving on to high school.
- 39 students were excited about the prospect of high school as they felt ready, were excited about

new challenges, had siblings there and were keen to meet new people.

- 27 students felt school was a supportive place with helpful teachers.
- Changes to the school were around available resources.
- Things that students enjoyed most about lessons included teachers making work fun, the variety of lessons offered, hands on activities and group work.

Tell Them From Me Student Survey

In Pacific Palms Public School, 119 students completed the Tell Them From Me Survey on 08 Apr 2018, which included nine measures of student engagement alongside the five drivers of student outcomes.

Results included: School Mean (NSW Govt Norm):

- Expectations for success 8.6 (8.7)
- Positive learning climate 7.7 (7.2)
- Positive teacher–student relations 8.6 (8.4)
- Students who are victims of bullying 26 (36)
- 42% 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%.
- 37% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 19% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 2% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.
- Students who are interested and motivated 7.3 (7.8)
- Students with positive behaviour at school 9.6 (8.3)

Tell Them From Me Parent Survey

This report provides results based on data from 56 respondents in this school who completed the Parent Survey between 11 Sep 2018 and 23 Oct 2018.

Results included: School Mean (NSW Govt Norm):

- Inclusive school 7.2 (6.7)
- Safety at school 7.7 (7.4)
- School supports positive behaviour 8.1 (7.7)
- School supports learning 7.2 (7.3)
- Parents are informed 7.0 (6.6)
- Parents feel welcome 7.8 (7.4)

Comments included:

- Committed teachers and leadership team (principal etc). Size of school (not too big not too small). Children are identified as individuals, learning based on ability Diverse skill base of teachers. Our children benefit from teachers going beyond the standard curriculum . Fast maths for kindergarten, coding projects, movie projects.
- Forward thinking and innovative with technology and teaching practices/concepts, very caring and

supportive (wellbeing), very strong teachers this year who have a consistent approach and appear to be on the same page with each other across all stages. A leadership team that is supportive and caring and invests a lot of themselves in the school and the families

Staff Survey– Instructional Rounds

Teachers were surveyed before and after the implementation of the Instructional Rounds which focused on Visible Learning across the school. They gave raw scores on their understanding of key concepts and gave individual written feedback on lessons observed. It was found that teachers understanding of visible learning went from 3 to 5, questioning 3 to 4, learning intentions 2 to 4, success criteria 2 to 3 and overall teacher understanding 2 to 5.

Positive comments included:

- Classrooms had learning intentions clearly displayed for teacher led groups
- Students knew what Learning Intentions were
- Teachers use questioning to guide and direct learning rather than just telling children the facts. This encourages children to think/engage
- Teachers checking for understanding of meaning of success criteria and using appropriate technical/skill vocabulary and language.
- Using student work samples on the display as examples for what an 'I'm on my way' looks like was really effective

Areas for growth in 2019 included:

- Could the learning intentions be unpacked further (clarify/question/student understanding?)
- We all face the challenge of having some students more willing than others to answer questions and engage in discussion.
- Use of success criteria varies across classes and needs to stretch across KLA's. Success criteria needs to be more visible in some rooms.
- Clarifying how often goals are updated.

Staff Survey–Professional Learning Circles

This year all staff participated in five professional learning days around school directions. These days provided staff with the opportunity to engage in rigorous discussion, reflect on current research and improve on practice. Feedback on these days included:.

- opportunity to ask questions
- using data as important evidence
- great platform to share what's working and what's not
- encourages reflective practice
- allows for cohesiveness between classes
- outside presenters add weight to school directions
- common language
- consolidated on previous learning



Policy requirements

Aboriginal education

The importance of Aboriginal Education and educating all students in the areas of Aboriginal history, culture is embraced by the staff, students and community of Pacific Palms Public School. We ensure all major assemblies start with an acknowledgement of country to pay respect to the Aboriginals as being custodians of the land. This year we changed the acknowledgment of country to be more student friendly (this change was endorsed by the AECG).

Aboriginal background funding was utilised for the development of Personalised Learning Plan's (PLP's) for students of Aboriginal background. These personalised learning plans were completed by class teachers in consultation with the learning and support coordinator, students and parents/carers. They are developed to provide future directions, aspirations and specific learning goals in literacy and numeracy. Executive staff were introduced to Goalhub as a way to make the achievement of goals more inspiring and interactive. This program will be introduced to all staff in 2019.

Students also benefited from individual in-class support which explicitly modelled skills and provided one to one support to ensure students progress in their learning of literacy.

Respect for the role Aboriginal culture plays in our community is reflected strongly in many of our school calendar events, including our NAIDOC celebration day in Term 2. NAIDOC Week celebrations involved students rotating around a series of Aboriginal inspired activities including Aboriginal games, art, dance, story telling and basket weaving. The day was endorsed by the AECG. Steve Brereton supported us on the day.

Supported transition program were organised for Aboriginal students transiting to Great Lakes College, Forster Campus. This allowed them to meet Aboriginal staff and build positive relationships prior to starting in their new environment.

Financial assistance has been provided to Aboriginal families to support them in attending school excursions. These excursions included: swim school, Stage 3 Canberra excursion, NAIDOC performance and sporting events.

Stage 2 students visited Murrook Cultural Centre. They attended a variety of workshops which focused on expanding their understanding of Aboriginal history and culture. The workshops included learning how traditional weapons were used and made. During a bush walk students had the chance to try traditional bush tucker and explore how medicines were made from plants. They also learnt how to throw spears and boomerangs. All workshops will be run by Aboriginal staff at the centre.



Multicultural and anti-racism education

Our anti-racism officer continued to update their skills and knowledge in the area. Incidents of anti-racism were addressed according to policy and Department guidelines.

Multiculturalism was recognised and acknowledged at the school. We held a Harmony Day assembly where students had the opportunity to wear costumes that reflected another culture. Classes read stories from other countries and talked about cultural diversity. Students also experienced other cultures through their Geography and History units.