

Marks Point Public School Annual Report



2018



3898

Introduction

The Annual Report for **2018** is provided to the community of Marks Point Primary 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.

Sharne Turpin

Principal

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Message from the Principal

Welcome to our 2018 School Report. The school farewelled the school's principal from 2015 – 2018, Deb Hall at the end of Term 1 who is now the substantive principal at Warners Bay Public School. Thank you to Raquel Davis who relieved as principal for Term 2 and half of Term 3 until I started in mid-term 3. I sincerely thank the whole school community for the warm welcome and the staff for being incredibly supportive while I'm still learning the ropes.

Our school logo reflects what we believe is our core business and what we value about the work we do. I am honoured to lead our school and to work with a wonderful team of educators to deliver quality programs to our students. We strive for excellence through our personalised consultative model of operation.

The staff at Marks Point Public School are dedicated, inspirational and highly skilled. They spare no effort to ensure they are leading the field in education and constantly seeking to improve their knowledge and instructional practice. Our teachers provide highly engaging and safe classrooms where students are encouraged to reach their maximum potential.

I would like to extend my deepest appreciation to our families and community members for the highs we have shared, the lows we have navigated and for the celebrations we have shared about our school and our students during 2018. Sadly we lost our long term P&C member and President, Sheryle Dean to cancer in October.

It is critical that we continue to challenge ourselves in new ways of thinking about students' learning and continually improving interventions to maximise engagement in authentic and meaningful curriculum. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Teams make strong schools and teams forge enduring change and improvement.

I believe we have a fantastic team at Marks Point Public School and I continue to feel enormously grateful for the opportunity I have to work with our students and a positive, supportive school and community.

Message from the school community

On behalf of the P&C – Parents and Citizens Association for Marks Point Public School I would like to say a few words about the challenging but successful and enjoyable year we have had. Most of you will know what a P&C does and some of you may not, but this group is made up of wonderful volunteers who work together to raise money and provide extra learning, facility and equipment resources for our school. We also aim to add some extra fun for the children – and maybe ourselves too. Our P&C is open to all parents and citizens of the school community. We have Mums, Dads, Grandmas, Community friends and school staff members.

We meet on a monthly basis and coordinate together in between meetings for special events. We are very proud of what we do, and we work hard to make our school better.

Altogether we run the Canteen, Uniform Shop, Dance Group and Fundraising Events. Some of the fundraising activities throughout this year have been:

- Easter Raffle;
- Opening a special Canteen at the Athletics carnival;
- Pyjama Day;
- Mothers and Father's Day Gift Stalls;
- Mid and end of year discos;
- Hot Dog Day;
- Pizza Day;
- Christmas Raffle.

We have also supported the school by funding leadership resources, Starstruck costumes, Hunter Representative jackets, our year 6 students' shirts, Aerobics Dancers representing in QLD and funding the buses for our Swimming Scheme this term. For the next three years we have committed to contribute to funding for our part time School Well-being Support Officer which will be a great resource for our children.

I joined the P&C as a volunteer in our School Canteen and quickly made my way onto the Executive Committee as there was a gap and my business experience allowed me to assist with this – I have enjoyed myself and feel we have finished the year on an absolute high. I have particularly enjoyed the connection with my child and other parents and families and look forward to being a part of it next year. I would like to say thank you to two ladies who are finishing up in the P & C this year – Megan Lettice who has been our vice president and run our canteen and Kelly White who has worked in the canteen and run the uniform shop. Your years of time and effort is much appreciated. You deserve a rest. Also thank you to parent and bookkeeper Wendy Hood who has given her expertise for free and ensured our auditing is completed and up to date.

We are looking forward to next year and we welcome new members to our meetings and we always look for input and value your opinions to benefit the school. There will be a change in leadership and we hope to come up with lots of new ideas and activities to raise more funds for the school, as well as provide support for resources and learning environments. We always welcome feedback into the P & C Box located in the school office – this can be anonymous. Nominations for new positions will be opening early February and if you join the P&C you can nominate and vote at the Annual General Meeting on the 21st. I will finish with the words from our Principal and a very important message *"The strong family partnerships in learning leads to student success"*.

Gabrielle Darcy

P&C treasurer

School background

School vision statement

At Marks Point Public School, our vision is to develop confident, respectful critical thinkers through quality, innovative teaching and learning, working in partnership with our community.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 152 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 129. 15% of students are Aboriginal.

A number of programs and strategies have been implemented to target specific outcomes to increase student's skills. The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs.

The school is a part of the Galgabba Community of Schools with cohesive links in partnership across the six primary schools and high school. These links connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Galgabba Community of Schools and Marks Point Public School P&C to deliver;

- Quality literacy and numeracy programs;
- Innovative technologies to meet the needs of future focused learners;
- Personalised learning to cater for student's individual needs;
- Explicit teaching and modelling of the school's core values; and
- Innovative programs that embed responsible attitudes and develop active and informed citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Learning

In the domain of Learning, there was a focus on Learning Culture, Wellbeing and Curriculum and Learning. Across the school, there has been a continued focus on positive learning culture and the need for all parties to be accountable in the learning process. Marks Point Public School has made significant gains in improving the learning for all students. The implementation of Positive Behaviour for Learning (PBL), Powerful Learning Accelerated Teaching (PLAT), new grammar teaching and learning programs and learning and support procedures has led to greater consistency and high expectations of students across the school.

The implementation of PBL has included suggestions and feedback from the whole school community and student response to the high expectations has shown positive results. Learning support processes are well managed with parents actively being a part of their child's learning with regular meetings held to develop and review learning goals. The implementation of PLAT and new grammar teaching strategies has led to these skills being taught explicitly during lessons which is having a positive impact on NAPLAN grammar results in 2018. Continued participation in Galgabba Community of Schools' activities and links with the local preschool have ensured Marks Point staff and students are active partners with the local community and provide excellent extra-curricular activities for our students.

Teaching

In the domain of Teaching, the school's focus has been on effective and purposeful teaching. Focus areas have included effective learning support measures, personalised learning with "I can" statements used across all classes in Numeracy and Literacy and targeted intervention strategies to ensure every child achieves. Professional Learning and time for teachers to collaborate, plan, reflect and analyse student achievement has enhanced teacher capacity and ensured our future directions for students are evidence based.

Marks Point Public School has developed several effective systems and practices for improving the quality of teaching during 2018. The use of the Assistant Principal as teacher mentor for beginning teachers has allowed for continued development of skills for our early years teachers. The Performance and Development Plan (PDP) cycle has ensured teachers have well considered goals linked to the school strategic plan and that they have time to engage with the PDP process and achieve their goals. The employment of a Leader of Learning has also been a key factor in developing and implementation of intervention programs across the school.

Collaboration days, which are held regularly throughout the year, allow teachers to develop curriculum, create programs and provide time for consistency in teacher judgement conversations. These strategies have been successful in developing the skills of teachers to ensure the best learning possible takes place in our classrooms.

Leading

In the domain of Leading, the school's focus has been on leadership across staff and students. We are currently developing an 'agreed practices handbook' across the school. With a commitment to distributed leadership, the school executive are committed to inclusive capacity building opportunities across the staff, student executive and community.

With a new principal and a changeover of several long term staff during the year, ensuring key programs could continue with minimal disruption and ensuring all staff have knowledge in the systems and processes of the school is vital. The staff roles and responsibilities allocation allowed new staff to shadow more experienced staff in roles to ensure a transfer of knowledge. This proved to be a successful strategy with new staff now indicating they are capable of coordinating events. Regular meetings and communication between staff has been successful in developing a new effective leadership team. The leadership team has been successful in leading the school through initiatives in the school plan.

Our self-assessment process will assist the school to refine the strategic priorities in 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

Personalised Learning for All

Purpose

For every student at Marks Point Public School is challenged, engaged in meaningful learning experiences and is developing as a confident and creative lifelong learner, a leader and a responsible, resilient citizen.

Overall summary of progress

Marks Point Public School has made gains in increasing student outcomes. The continuing implementation of Positive Behaviour for Learning (PBL), Powerful Learning Accountable Teaching (PLAT) programs and interventions for learning support has led to greater consistency and higher expectations of students across the school. Learning support processes are facilitated to engage families in actively being a part of their child's learning with regular meetings offered to develop and assess goals.

The implementation of PLAT and new grammar teaching strategies has led to skills being explicitly taught during lessons which had a positive impact on NAPLAN grammar results in 2018. Continued participation in Galgamba Community of Schools activities and links with the local preschool have ensured Marks Point staff and students are active partners with the local community and provide excellent extra – curricular activities for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% reduction of students with moderate to severe speech delays through the implementation of Literacy through Oral Language and Articulation Program (LOLA) from Term 1 to Term 4, 2018.	\$10200	The implementation of the LOLA speech therapy program during 2018 included 12 students at the beginning of the year. Eight students exited the program with appropriate language skills by the end of the year and 4 will need to continue during 2019.
All students will demonstrate growth in literacy and numeracy against internal assessment data during from Term 1 to Term 4 each year.	\$46000	The employment of a Leader of Learning (LoL) implemented Spelling Mastery in Term 1 for students in Year 1 – 6. By the end of Term 4, 91% of students demonstrated growth in their spelling skills.

Next Steps

Learning and Support Team (LST) practices and processes will continue to be modified to suit the needs of our students. Lesson observations and reflections will continue to ensure that all staff are able to provide quality teaching in every lesson, ensuring quality learning and student success are evident every day. Although we had set out to create individualised learning plans for every single child, the reality was that students, families and teachers did not have time to keep this initiative sustainable. Our next steps for improving student learning will be to focus on personalised learning for targeted students during 2019.

- Develop and utilise individual goals with students and stake holders that are aligned with the domains .
- Continue to refine PBL processes across the school.
- Continuing with the student leadership program across the school.

Strategic Direction 2

Collaborative and dynamic teachers.

Purpose

To build teacher capacity through teachers utilising evidence based quality teaching strategies and reflective pedagogical practice.

Overall summary of progress

Developing a culture of continual learners continues to be a focus in the school. Staff have continued to deepen their knowledge in relation to curriculum requirements, programming planning and assessing, and the ability to ensure all students engage in their own learning. Marks Point Public School has developed several quality systems and practices for improving effective teaching during 2018. The use of the assistant principal as teacher mentor for beginning teachers has allowed for continued development of skills for our early years teachers.

The PDP professional learning program has ensured teachers have strong goals linked to the school strategic directions and that they have time to engage with the PDP process and achieve their goals. The employment of a Leader of Learning has also been a key factor in developing teaching skills in the classroom with the Leader of Learning working with teachers to ensure best practice in literacy teaching across the school. Collaboration days, which are held regularly throughout the year, allow teachers to develop curriculum, create programs and provide time for consistency in teacher judgement. These strategies have been successful in developing the skills of teachers to ensure the best learning possible takes place in our classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers participate in Professional Learning (PL) and demonstrate effective teaching strategies through increased student outcomes as measured by internal assessments and data.	\$13,000	Staff attended a variety of Professional Learning (listed on page 12) but the impact on student growth has been limited due to a high turnover of staff. Implementation has been evidenced in teaching/learning plans, student work samples, lesson observations and through professional dialogue.
100% of teachers have completed Performance and Development Plans (PDPs) and can identify strengths and areas for improvement according to Teaching Standards and Quality teaching Framework (QTF).	\$12000	100% of staff have been able to identify professional goals, with school executive linked to data collection and analysis, and demonstrate how this data can be used to positively impact on student learning goals. Staff have also begun to share this information with students.
All staff report confidence in leading colleagues through the school plan and identifying areas for improvement.	Nil	All staff were initially involved in monitoring strategic directions and milestones as required to meet the needs of the school and program implementation. However with a high turn over of executive staff this was not sustainable as some of the leaders of each project did not feel confident using SPaRO.

Next Steps

An 'agreed practices handbook' will continue to be developed, documented and implemented to inform whole school quality process and assist with embedding and maintaining high expectations across the school K–6. Staff will also continue to refine their knowledge around assessment practice and evidence based teaching and learning. Staff will provide increased student opportunities to ensure students are able to take accountability for their own learning through a greater knowledge of "I Can" statements and through 'formative assessment' tasks linked to their learning goals and success criteria.

- Sustaining and growing a culture of continual learners across the school.
- Continue to collaborate for effect growth and student achievement through an 'agreed practices handbook'.
- Continue to build the capacity of teachers in the use of SPaRO and provide teachers with quality professional learning as measured against the Australian Professional Standards.



Strategic Direction 3

Quality systems, quality school.

Purpose

Ensure quality systems and processes are utilised to improve and support the teaching, learning and administrative practices at Marks Point Public School.

Overall summary of progress

Community involvement in the school is slowly improving with communication channels reviewed for effectiveness. The school Facebook page continues to be a positive promotional tool. The Facebook page is currently followed by 341 people. This is an increase of 138 followers since the same time last year. The school website, Skoolbag app and sending messages through Sentral are successful tools of communication. The Aboriginal Education Team continues to meet and be a valued part of the school community.

The school playgroup was established and had been successful in providing a meeting point for parents and toddlers in our community. During Term 4 the school reviewed this program and decided it was not financially sustainable. Partnerships with external providers have improved through the creation of a database that lists all of those providers that work inside the school. This has enabled the school to work closely with these providers and develop strong partnerships that improve student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Policies, procedures and practices are consistent across the school.	Nil	An Agreed Practices Teacher handbook will be developed and implemented in relation to explicit classroom practices and managing behaviour. Staff discussions about best practice and what this looks like at MPPS will lead to consistent understandings and an articulated culture of high expectations.
Community Engagement Matrix demonstrates an increase in the quality of engagement with the school.	\$12000	The Community Engagement Matrix has not shown an increase in family engagement with the school. We will be working on increasing family participation during 2019. A Student Wellbeing Support Officer was employed to support community engagement in school initiatives and also to further engage parents as partners in learning. This position was only filled for 6 weeks due to unforeseen circumstances and we will be starting the recruitment process early 2019.
A consistent whole school well-being approach supports student engagement.	\$4000	PBL has improved the social, emotional and academic outcomes for all students. As evidenced in PBL data, parental interviews and staff discussions there was a reduction of suspensions and increased attendance during 2018.

Next Steps

Given the change in staffing especially leadership, we will start collecting data on student, family and staff satisfaction through 'Tell Them From Me Surveys' throughout 2019 as the movement of staff meant there was a lot of upheaval in the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$20 985.00) 	<p>Stronger Smarter resources were purchased to build capacity of staff through cultural competency training.</p> <p>PLP meetings were also funded and additional NAIDOC day resources as required.</p> <p>School Learning Support Officers were funded to deliver teaching and learning programs to small groups or individual students.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$73 982.00) 	<p>Additional LAST allocation to target learning support and SLSOs to support students in the classroom and in the playground.</p>
Quality Teaching, Successful Students (QTSS)	0.267 teacher allocation	<p>Implementation of strategic directions, monitoring of students across the school and implementation of the Wellbeing Framework.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$122 403.00) 	<p>These funds were allocated to significant additional Professional Learning in relation to curriculum implementation, assessment and reporting.</p> <p>Additional resources were purchased for literacy and numeracy and additional teacher developed resources were created to specifically target student need.</p> <p>Additional SLSOs were employed to target intervention processes.</p> <p>The developing of an Agreed Practice handbook were supported through these funds.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$5 574.00) 	<p>Additional RFF for beginning teachers and additional time spent with mentors., building capacity in pedagogy and accreditation processes. Two beginning teachers successfully submitted their teacher accreditation reports.</p> <p>Access to additional, targeted professional learning.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	75	74	82	78
Girls	85	76	74	73

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94.6	94	91.7
1	91.1	95.6	96.5	89.8
2	96.5	94.9	93.7	93.8
3	92.8	94.7	92.9	95
4	93	94.1	95.5	93.8
5	94.2	95	93.3	95.1
6	93.3	94	90	92
All Years	93.4	94.7	93.5	93
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

Marks Point Public School has high expectations for attendance. Our Learning Support Team work with parents and the Home School Liaison Officer to improve attendance for students at risk and students are regularly monitored for attendance patterns and issues. Attendance is valued across the school with awards presented weekly to classes with high attendance and to students annually for excellent attendance at school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.82
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*Full Time Equivalent

We do not have any permanent staff who identify as Aboriginal or Torres Strait Islander but do have one temporary teacher who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Professional learning was undertaken by staff in 2018 to support school goals and directions and also to develop individual goals identified in Professional Development Plans. Our collaborative planning model continued in 2018 with staff having regular time to collaborate and plan to improve pedagogy and student outcomes.

Two teachers have successfully completed the Accreditation process. Two teachers received Beginning Teacher Support funding – for their second year. These teachers worked with a mentor throughout the year to develop quality classroom practices and effective management strategies.

A Leader of Learning was appointed one day per week at an Assistant Principal level to provide professional learning and support for teachers to improve pedagogical practice across the school. Our school administrative staff engaged with the Professional Development Plan process for the first time, setting goals and undertaking professional learning to support the goals.

The school spent nearly \$20,000 on professional learning during 2018. A further \$27,2830 was spent to release staff in achieving their Performance and Development Plan goals and to employ the Leader of Learning (\$46,000)..

Some of the Professional Learning included:

- NAPLAN: analysis, strengths, comparison, growth charts, item analysis, NAPLAN online training;
- SASS: attended LMBR training and a SASS conference, First Aid, as well as mandatory training.

- Mandatory training: asthma training, CPR, anaphylaxis,
- Child Protection and Code of Conduct;
- Staff meetings and stage meetings: PDPs, data collection and analysis, reporting guidelines, policies, programming, collaboration, sharing resources, targeted training which all contributed to strategic directions and milestone implementation;
- School Development Days with our Galgabba Community of Schools;
- Leadership: Aspirant Leaders Course, PEN Network Group, Ignite the Spark, Fuel the Fire: three teachers attended a course that focused on innovative ideas and programs to differentiate the curriculum, MyPL training;
- Learning Progressions: trialling – 2 teachers attended training and trialled the progressions, these teachers trained the staff in the use and implementation of the learning progressions;
- Technology: implemented whole school scope and sequence, 2 teachers attended a workshop about using Google effectively, 2 teachers attended training in technology use in the classroom;
- LaST: Network meetings – resource sharing, programming ideas, networking with others;
- Allied Health Care Professionals: Speech Pathologist – training for staff and parents/caregivers;
- PLAT: meetings, tiered intervention, LAST processes and support;

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	167,729
Revenue	1,807,396
Appropriation	1,743,306
Sale of Goods and Services	5,057
Grants and Contributions	57,183
Gain and Loss	0
Other Revenue	0
Investment Income	1,849
Expenses	-1,674,408
Recurrent Expenses	-1,674,408
Employee Related	-1,551,690
Operating Expenses	-122,717
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	132,988
Balance Carried Forward	300,717

During 2018, almost all equity funding was expended on Human Resources to support the teaching and learning programs in our school. Funds have been put aside from the School and Community Funds to save for a new sandpit, upgrading hardware equipment in classrooms and fixed playground equipment.

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	1,210,071
Base Per Capita	30,166
Base Location	0
Other Base	1,179,905
Equity Total	220,181
Equity Aboriginal	20,985
Equity Socio economic	122,403
Equity Language	2,810
Equity Disability	73,982
Targeted Total	96,182
Other Total	168,342
Grand Total	1,694,776

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. School assessment data is collected on a regular basis by teachers and adds to their ongoing judgements about student performance against the curriculum. As a school we use multiple measures to ensure our judgements about student learning are not reliant on single measures.

Student assessment, including NAPLAN, is used to inform both individual teacher planning and whole school curriculum change strategies. Ongoing formative assessments and classroom observations provide data to inform future school directions. This data assists in identifying specific student outcomes or teaching practices that could be enhanced.

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.

Value Added (VA) measures student progress over a specific time period, and adjust for factors that are outside the control of schools (such as students' socio-economic status). This provides a fair and accurate indication of the effectiveness of schools. During 2018, students in Years 3 – 5 demonstrated an increase in VA growth (81.29) compared to 2017 (79.42), however, this was lower than 2016 (82.4). Since 2016 students in Years 5 – 7 has shown an increase in VA results from 42.09 compared to 45.41 during 2018 which is the highest level recorded since 2011.

Year 3 Grammar and Punctuation

- 26.7% of our students achieved Band 6 compared to 13.6% of students in Statistically Similar School Group (SSSG). However we are slightly under the state level of 28.1%.

Year 3 Reading

- 33.4% of our students achieved the top 2 bands compared to 31.7% of students in SSSG but we are below the state average of 48.6%. The school had 10% of students in the lowest 2 bands compared to 23.8% for SSSG and 13.2% for the state average.

Year 3 Spelling

- 46.7% of our students achieved the top 2 bands compared to 32.6% for SSSG and we are almost at state level of 48.1%.

Year 3 Writing

- 30% of our students achieved the top 2 bands which is similar to SSSG but below the state level of 43.4%. We had 10% of students in the bottom 2 bands compared to 14.7 % of students in SSSG and the state average was 10% too.

Year 5 Grammar and Punctuation

- 15.8% of our students achieved the top 2 bands which was lower than both of the SSSG and state levels.

Year 5 Reading

- 21% of our students achieved the top 2 bands which is similar to the SSSG and lower than the state level of 34.8%.

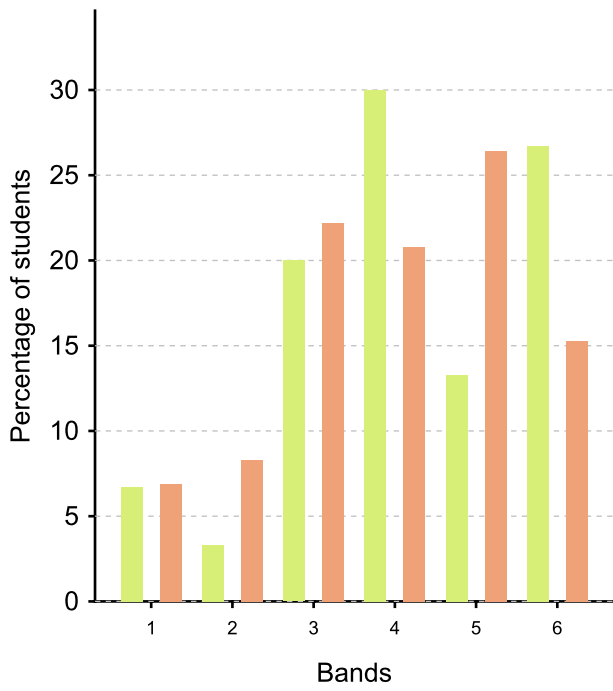
Year 5 Spelling

- 15.8% of our students achieved the top 2 bands which is slightly behind SSSG at 16.4% and lower than the state level of 35.2%. Our students had 5.3% of students in the bottom 2 bands compared to 9.4% students in SSSG and 5% of students for state.

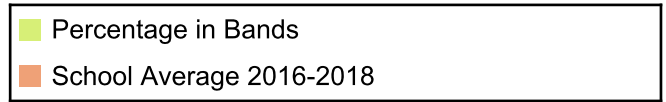
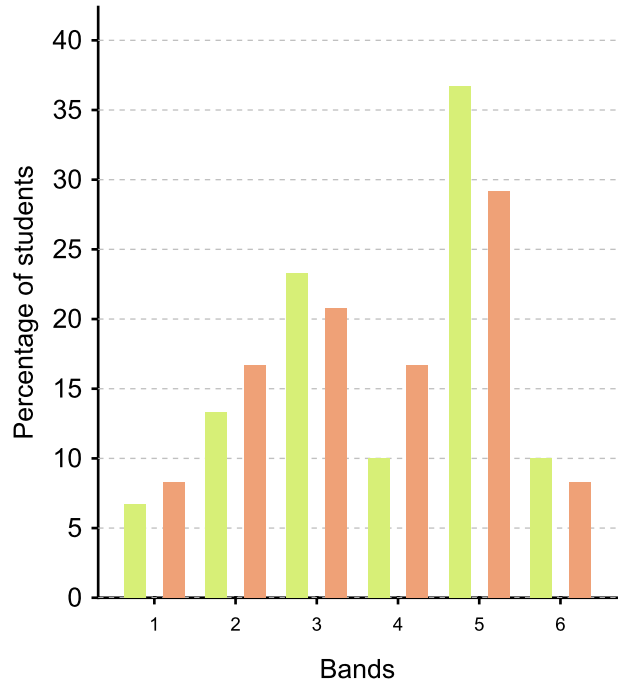
Year 5 Writing

- 21.1% of our students achieved the top 2 bands which was higher than the SSSG of students at 19.8% but lower than the state average of 35.6%. We had no students in the bottom 2 bands, 3% of students in SSSG and state both had students in the bottom 2 bands.

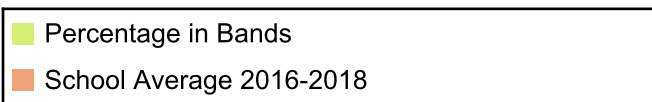
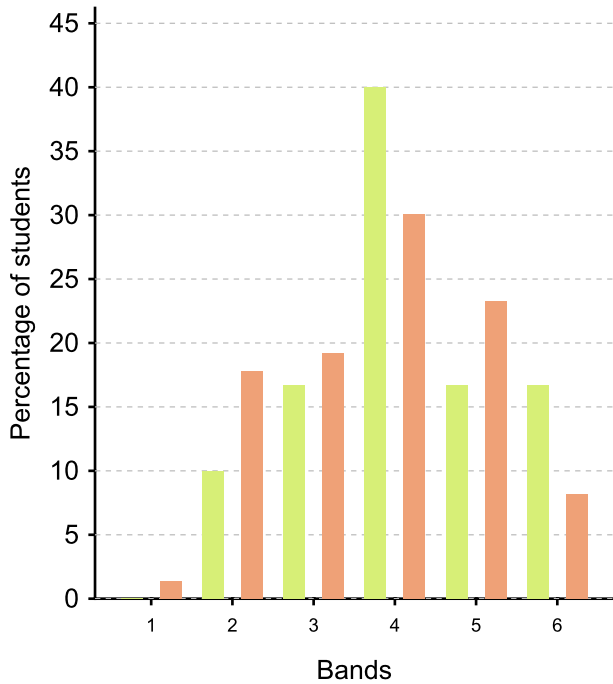
Percentage in bands:
Year 3 Grammar & Punctuation



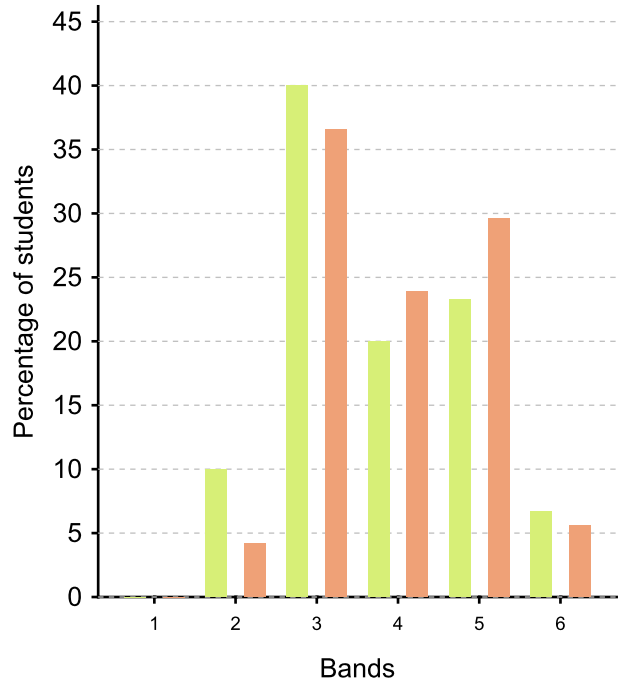
Percentage in bands:
Year 3 Spelling



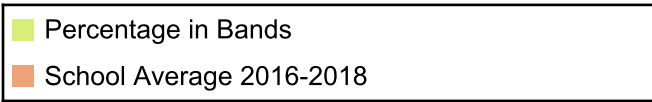
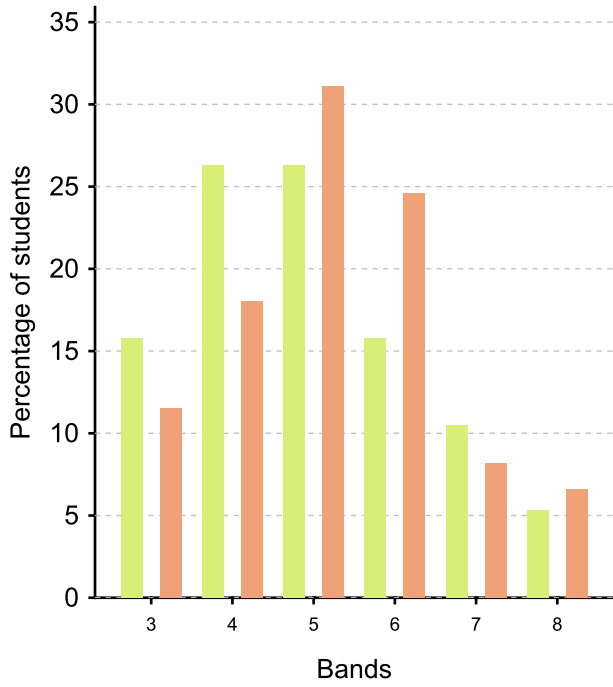
Percentage in bands:
Year 3 Reading



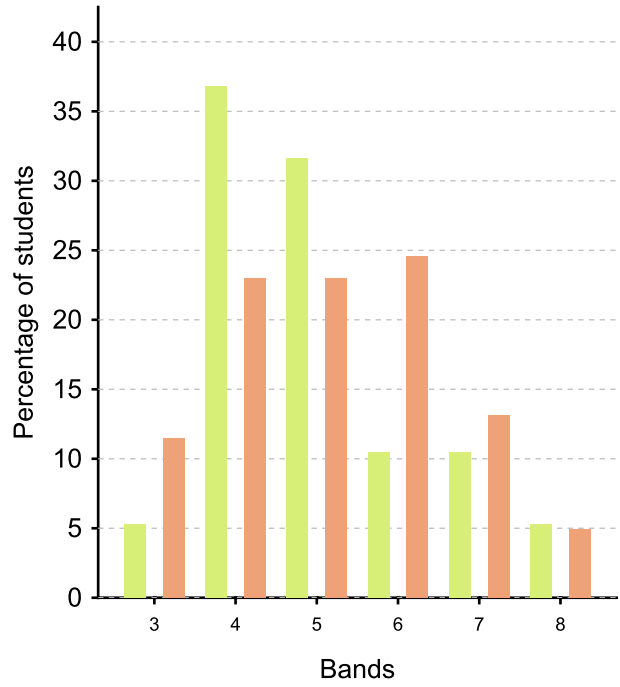
Percentage in bands:
Year 3 Writing



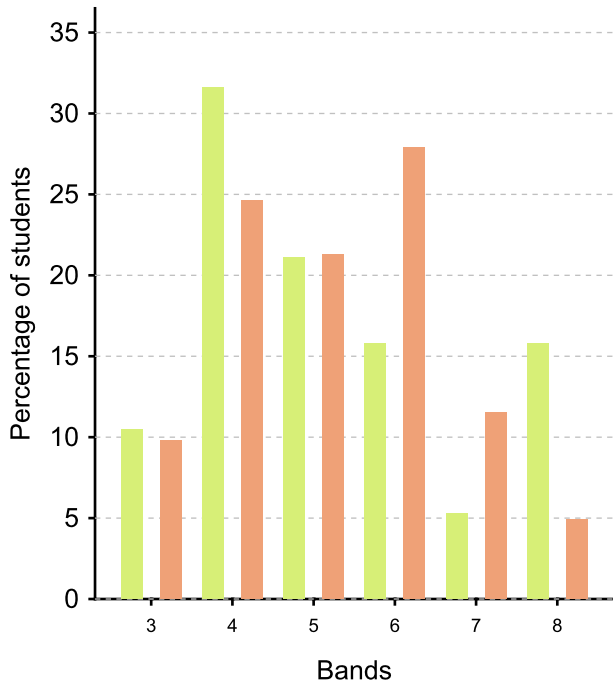
Percentage in bands:
Year 5 Grammar & Punctuation



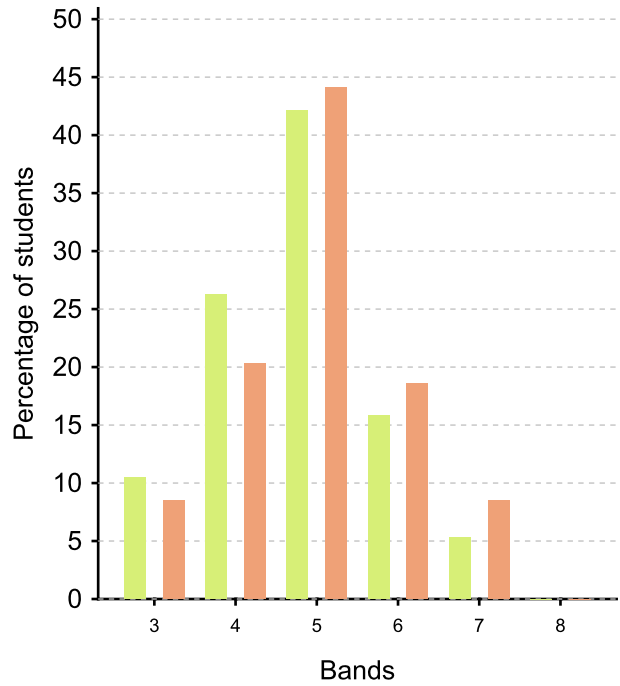
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



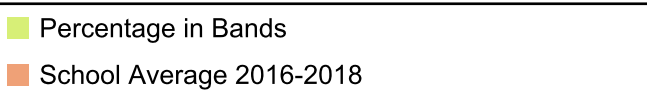
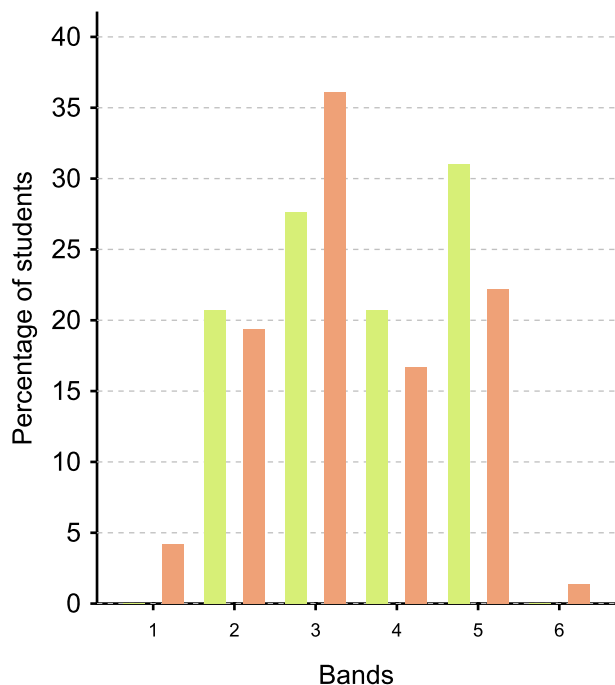
Year 3 Numeracy

- 31% of our students achieved the top 2 bands which was higher than the SSSG of students at 21.2% but lower than the state average of 39.6%. We had 20.7% in the bottom 2 bands which was lower than the SSSG students at 28.3% but higher than the state average of 14.8% of students.

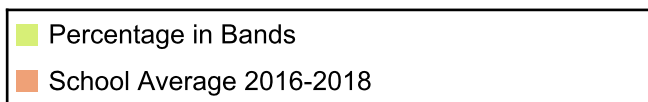
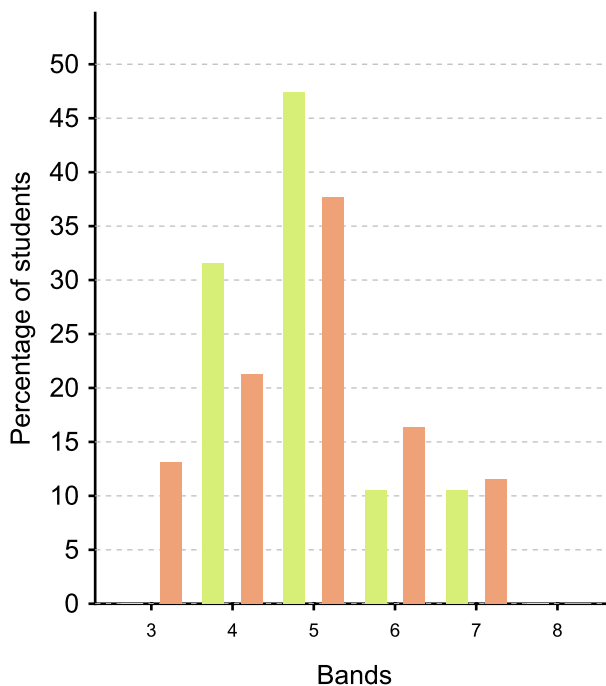
Year 5 Numeracy

- 10% of our students achieved the top 2 bands which was lower than the SSSG students at 14.9% and the state average of 29.3%. We had no students in the bottom 2 bands compared to SSSG students at 6% and the state average had 3.7% of students in the bottom 2 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.

Aboriginal students were targeted for intervention throughout the year to improve results in literacy and numeracy. In 2018, Aboriginal students in the school achieved results on par with non-indigenous students.

- Students in the top two bands for Year 3 Numeracy increased by 54% from 2017 to 2018. In Year 3 Reading, student numbers in the top two bands for Year 3 Numeracy increased by 38% between 2017 and 2018.
- Students in the top 2 bands for Year 5 Reading and Numeracy increased by 33% from 2017 to 2018.
- Results show an increase of 57% of students in the top two bands for Year 7 numeracy between 2017 and 2018 and an increase of 60% in reading.

Parent/caregiver, student, teacher satisfaction

At the beginning of Term 2, Deb Hall started at Warners Bay Public School as the substantive principal. Our school's Assistant Principal, Raquel Davis relieved as Principal for all of Term 2 and half of Term 3 until I accepted a transfer as Principal. Given there was three different principals during 2018 there was a lot of staff movement to back fill unfilled vacancies which was incredibly disruptive for students and staff. During 2019 we will survey all stakeholders at our school to assess

levels of satisfaction and to receive feedback about successful programs and about areas for improvement across our school. We did however successfully apply for a Sporting Schools grant to deliver surfing lessons to 32 students through Newcastle Learn to Surf School. All of these students and their families gave positive feedback and requested that we run this program in again in Term 1, 2019.



Policy requirements

Aboriginal education

Marks Point Public School has 25% of students who identify as Aboriginal. K – 6 teachers have embedded Aboriginal perspectives into curriculum across the school. During 2018, our Aboriginal Education Team continued to focus on developing an understanding of the local culture for all students in our school. NAIDOC Day was celebrated in classes with all students engaged in Aboriginal art, singing and stories.

Three of our students participated in the AECG STEM Camp during Term 4 which they thoroughly enjoyed. Our Aboriginal students were involved in cultural activities as part of the Galgabba community of schools this year. One teacher was trained in the Connecting to Country program and shared her knowledge with the entire staff on her return. One staff member also completed the Stronger Smarter Leadership Training program.

The school purchased books in the local Awabakal language to support Aboriginal Education in classrooms. In 2019, we will install two new flag poles to fly the Aboriginal and Torres Strait Islander flags as we received a grant from the Department of Veteran Affairs to purchase these.



Multicultural and anti-racism education

Marks Point Public School takes great pride in a highly inclusive, supportive learning community, where all students are valued and supported. We have a range of students across the school with multi-cultural backgrounds and 4% of students who have English as an additional language. Across all classes and in all teaching programs, respect for all cultures is an expectation and embedded across all KLAs. Harmony Day celebrations were a highlight in the school. This year's theme was 'Everyone Belongs'. Students across all classes were involved in investigating a range of cultures and cultural activities. Tolerance, respect, understanding and acceptance of diversity are core expectations for all students and staff.

They are actively encouraged and taught, and this is conveyed to the community, through photos, written and verbal communication. All staff have undergone professional learning in relation to Anti-racism and how to manage potential/actual situations proactively and promptly. This professional learning is ongoing and embedded into the staff's professional learning timetable. A multicultural focus has been addressed through all areas of the curriculum, providing programs and perspectives which develop the knowledge, skills and attitudes required for living in our culturally diverse society.