

Maitland Public School Annual Report



2018



MAITLAND
— PUBLIC SCHOOL —
Where great things happen

3949

Introduction

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

Kevin Greaves

Principal

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Message from the Principal

2018 ushered in a wave of change at Maitland Public School.

Throughout the year we addressed facilities upgrades through a move to future-focused learning spaces across all Stages and will continue this in 2019. We now have five shared learning areas in brilliant new classroom spaces and our school has been transformed by bright new furniture and more aesthetically-pleasing learning areas.

Our teachers have undertaken a comprehensive examination of teaching practice and pedagogical understanding, adapting methods to new spaces and ensuring a strong delivery of curriculum across all key learning areas.

Our office and staff areas were upgraded to provide an enhanced service and a made-for-purpose structure, supporting new processes in management of student finance and wellbeing.

Our school security was upgraded to provide full control over our premises through each day and to provide a safe playground and classrooms for our students and staff. This will continue in 2019 with a new bell and alarm system.

Our partnerships with our P&C and community have been further enhanced with work going ahead on new playground installations and the provision of safe play spaces for students.

And to finish the year off we appointed seven new teaching staff to start the 2019 school year and provide certainty around our structures and staffing for years to come.

Many thanks to our always professional and hard-working staff for their dedication to our school, to our students for giving their best always and making this such a great place to be and to a parents and community for their support through a year of change and improvement. We look forward to 2019 with great anticipation and sense of pride in what we have been able to achieve this year.

Kevin Greaves (Principal)

School background

School vision statement

We believe in educating the whole child and developing great citizens, great people. We do this by:

- providing innovative teaching and learning programs;
- enhanced by quality extra-curricular opportunities;
- delivered within a high quality, motivating learning environment; and
- engaging our whole community in educating our children.

We deliver a quality learning experience through which we demonstrate our values of respect, responsibility and personal best.

School context

Maitland Public School was established in 1874 as a K–10 “Superior Public School” to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a “school for all” is one that continues to this day.

In the 1950’s, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2018 the school has an enrolment of 440 students with 17 mainstream classes and an IM support class for students with learning difficulties. It maintains a historical link with district structures and still maintains district support personnel in the school grounds.

The school has a FOEI of 117, which attracts significant low socio-economic funding. 12% of students identify as being of Aboriginal heritage and there is an almost non-existent percentage of students for whom English is not their primary language.

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.

LEARNING DOMAIN

In *Learning Culture*, the school's on-balance judgement for this element is: **Sustaining and Growing**

We believe:

- There is demonstrated commitment within the school community that all students make learning progress.
- Partnerships with parents and students support clear improvement aims and planning for learning.
- The school collects and analyses information to inform and support students' successful transitions.
- The school seeks to collaborate with parents of students whose continuity of learning is at risk.
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

In *Wellbeing*, the school's on-balance judgement for this element is: **Sustaining and Growing**

We believe:

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor

and review individual student learning needs.

- The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

In *Curriculum*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In *Assessment*, the school's on–balance judgement for this element is: **Delivering**

We believe:

- Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.
- Assessment is planned and undertaken regularly in all classes and data is systematically collected.
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

In *Reporting*, the school's on–balance judgement for this element is: **Delivering**

We believe:

- The school analyses internal and external assessment data to monitor and report on student and school performance.
- Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.
- Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

In *Student Reporting Measures*, the school's on–balance judgement for this element is: **Delivering**

We believe:

- The school's value–add is not significantly lower than the value added by the average school.
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.
- Students are aware of – and most are showing – expected growth on internal school progress and achievement data.
- The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

TEACHING DOMAIN

In *Effective Classroom Practice*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

In *Data Skills and Use*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
- The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.
- Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

In *Professional Standards*, the school's on–balance judgement for this element is: **Delivering**

We believe:

- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
- Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.
- The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

In *Learning and Development*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future–focused practices.

LEADING DOMAIN

In *Educational Leadership*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

In *School Planning, Implementation and Reporting*, the school's on–balance judgement for this element is: **Delivering**

We believe:

- The leadership team engages in a process of planning, implementation, monitoring and self–assessment, and leads the collaborative development of evidence–based school plans.
- The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.
- In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

In *School Resources*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school.
- Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.
- Technology is effectively used to enhance learning and service delivery.
- The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

In *Management Practices and Processes*, the school's on–balance judgement for this element is: **Sustaining and Growing**

We believe:

- The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.
- Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

Student Learning

Purpose

To create a stimulating and engaging learning environment meeting the individual needs of students

Overall summary of progress

In 2018 the implementation of future-focused classrooms was key across all stages. All classes operated as fully stage-based entities with a team-teaching environment in each stage, with Stage 2 being fully team-teaching. The main focus for the team-teaching classrooms was differentiation, student-centred learning and self-regulation. In summary, achievements included;

- Introduction of flexible furniture to all classroom spaces to support future-focused pedagogies and curriculum delivery;
- Introduction of new technology to enhance all teaching and learning programs including 3 student devices per classroom, a school set of Edison robotics equipment and Surface Pros for all teaching staff to improve flexibility, student skills and the delivery of curriculum content, particularly to support delivery of new syllabi content;
- Full implementation of Positive Behaviour for Learning (PBL) across the school;
- Participated in the first year of the Early Action for Success (EAfS) National Literacy and Numeracy Learning Progressions Trial as a Supplementary School, collecting data K-2, new Best Start assessment for Kindergarten students and whole staff professional learning to improve teacher knowledge, guide formative assessment practices and to target student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of future-focused pedagogies in classroom programs and practices that are reflective of this learning from 2017 baselines.	\$30000 technology provision to support staff in the classroom \$2000 robotics \$90000 future-focused learning furniture	66% of classrooms set up as future-focused and flexible learning environments 40% of staff using digital programming 100% staff usage of Surface Pro support in class
100% teacher participation in Professional Learning targeting future-focused skills and pedagogies	\$4000 professional development	100% of teachers participated in professional learning
100% of students engage in goal-setting and discussions about their own learning.	\$0	Formative assessment analysis and professional learning lead by PL team moving towards development of whole school program and procedures

Next Steps

In 2019, we will seek to:

- Flexible furniture to be introduced in common/shared spaces around the school such as Library, RFF spaces, computer room, etc. to support future-focused pedagogies in all aspects of teaching and learning;
- Support 21st Century learning and future-focused learning principles by introducing more student devices into each classroom;
- Enhance staff understanding of the needs of Aboriginal and Torres Strait Islander students and their culture by engaging in 'Connecting to Country' professional learning;
- Embed, reflect upon and refine the implementation of the PBL program K-6;
- Strengthen teacher understanding of the National Literacy and Numeracy Learning Progressions through

continued participation in the EAfS trial, professional learning for all teaching staff and utilisation of PLAN2 to inform teaching and learning.

Strategic Direction 2

Quality Teachers and Leaders

Purpose

To develop the pedagogical and leadership capabilities of staff through evidence-informed professional learning, collaborative practice and promotion of leadership opportunities

Overall summary of progress

In 2018, the school underwent a massive consolidation of staffing positions, including the appointment of nine new teaching staff going into 2019. This massive turnover presents challenges in managing staff pathways and development but also provides for great stability over the next few years in developing capacity and capability of all staff. The addition of two beginning teachers to staff brings enthusiasm and exuberance whilst the selection on merit and transfer brings experience and expertise and this results in a great staff team. In summary, 2018 achievements included;

- adopting a very targeted and structured professional learning timetable, incorporating activities both in and out of school, supporting the capacities of staff in meeting the school's aims and program goals;
- developing a school-specific induction program for new staff to best become acquainted with the processes and structures of the school; and
- beginning the introduction of literacy and numeracy progressions K-6, as a supplementary EaFS school, to better inform staff across the school regarding student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students achieving in the top two bands in NAPLAN Reading, Writing and Numeracy.	\$25000 professional development of staff \$40000 literacy and numeracy resources	Decrease in students in top two bands between 2017 and 2018 but over all trending upwards over the three year period.
Increase in use of literacy and numeracy progressions from in programs to inform teaching.	\$1500 professional development \$24000 collaborative planning and assessment	Executive staff member involved in state leadership on progressions All staff implementing progressions on a limited basis (EaFS supplementary school)

Next Steps

In 2019, we will seek to:

- establish a formal mentoring and staff support framework, focusing on development of pedagogy and professional practice and including opportunities for leadership through a variety of programs;
- increase the number of staff presenting and leading professional learning to their peers on a regular basis; and
- move towards the full implementation of the literacy and numeracy progressions K-6.

Strategic Direction 3

Student Well-Being

Purpose

To support students to engage within a positive school environment, drawing on skills and knowledge of the entire school community and strengthening relationships.

Overall summary of progress

In 2018, the school population grew by an additional 40 students, bringing the incoming enrolment figure closer to 460 for the 2019 school year. This poses challenges in relation to use of playground space, utilisation of classroom spaces and development of alternate structure to best meet the educational and wellbeing needs of a very diverse group of students. We have sought to increase the support and interaction we have with outside agencies in meeting the complex needs of our population. Positive Behaviour for Learning has become integral in providing a framework for our wellbeing practice and common understanding. In summary, 2018 achievements included;

- IEP's and PLP's have been developed for all students in Out Of Home Care, of Aboriginal background or with significant special needs. The plans support the ongoing adjustments that teachers make within their regular class programs in addressing emerging needs for individual students;
- the formalisation of data collection and examination within the Positive Behaviour for Learning program, addressing the students with acute needs and repetitive behaviours and providing support for students with specific behaviour challenges; and
- greater interaction with agencies and supports such as JURT, FaCS, NDIS providers and supports such as Carrie's Place and the Benevolent Society in meeting the out of school needs of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in the number of repeat students in Planning Room according to ebs:Ontrack+ data.	\$2000 start up funding	Planning and implementation of PBL program Decrease in playground referrals but an increase in classroom referrals
An increase in the documentation and involvement of external community agencies supporting students via Learning and Support, Personalised Learning Pathways (PLPs) and Individual Education Plans(IEPs).	\$0	Formalisation of Learning Support structures Better identification of students affected by trauma and family breakdown

Next Steps

In 2019, we will seek to:

- implement Positive Behaviour for Learning program in full with the introduction of classroom and playground signage and systems and a common language and aim for all staff and students in all classrooms;
- further engage with parents as partners in their child's education to better inform us as to their specific needs and to better inform them of progress; and
- increase the involvement of community partners in providing learning opportunities and support structures for our whole school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$44421) • Aboriginal background loading (\$25 000.00) 	<ul style="list-style-type: none"> • completion of Personal Learning Plans for all Aboriginal students; • professional learning for teachers including Connecting To Country, Making It The Best (SDD2) and 8 Ways training; • greater involvement in AECG activities, including support for three staff to attend meetings in and out of school time; • employment of an Aboriginal Support Worker on a contract basis to increase student connection with community; and • implementation of a cultural awareness program for Aboriginal students, supported by a targeted staff member.
English language proficiency	<ul style="list-style-type: none"> • EALD funding (\$400) 	<ul style="list-style-type: none"> • provision of training and resources for EALD co-ordinator
Low level adjustment for disability	<ul style="list-style-type: none"> • 1.2 FTE Learning and Support Teacher allocation (\$124936) • Low Level Adjustment for Disability Funding (\$54062) 	<ul style="list-style-type: none"> • provision of SLSO support for targeted students K–6 to support Personal Learning Plan implementation and integration into the classroom
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • 0.6 FTE QTSS teacher allocation (\$66632) 	<ul style="list-style-type: none"> • provision of time for executive to work with Stage teams and provide mentoring and support for staff in development of new pedagogy and programs
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background funding (\$213308) 	<ul style="list-style-type: none"> • SLSO additional funding (\$60000) • Executive mentoring and support (\$20000) • supplement Principal Support funds (\$25000) • future-focused classroom project (\$60000) • student assistance (\$15000) • supplement technology programs and access (\$20000) • enhance staff program provision (\$30000)
Support for beginning teachers	<ul style="list-style-type: none"> • Beginning Teacher Support Funding (\$26000) 	<ul style="list-style-type: none"> • provide additional two hours release from face to face as well as one hour mentor support for two beginning teachers on a weekly basis

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	176	175	186	210
Girls	159	181	194	221

Student enrolments continue to grow. Throughout much of 2018 a waiting list for non-local enquiries has been required and the expectation is that this will continue into 2019. Our graduating class was offset with the number of Kindergarten enrolments. We reached our expected enrolment of 430 supplemented by students coming from Nillo Infants School into Stage 2. We started the year with 14 mainstream classes and we were able to employ an additional teacher to support student learning K-6 during Semester 2 as our enrolments grew.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.3	95.5	92.6
1	92.1	91.8	90.9	94.6
2	93.9	91	92.9	89.4
3	92.8	92.9	93.7	92.1
4	93.3	90.9	94.3	91.7
5	92.2	94	93.5	91.4
6	94.9	93.4	94.1	92.6
All Years	93.3	92.6	93.6	92.1
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

Attendance was slightly under the State average at 92.10%. We continued to have a few students on the

Home School Liaison Officer's caseload and their attendance was regularly monitored. Of significant note was the attendance of students of Aboriginal background being well above state and school average at over 97%.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.94
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	4.12
Other Positions	2

*Full Time Equivalent

The teaching staff of the school has grown quite dramatically over the past 12 months going from 13 classes in 2016 to an expected 19 classes in 2019. This has changed our staff composition quite dramatically also with seven new teaching appointments at the end of 2018 plus two more to come early in 2019. The school also continues to support 5 district itinerant support personnel and an additional 2 counsellors attached to the school but not working within it. The school has one staff member of Aboriginal 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	76
Postgraduate degree	24

Professional learning and teacher accreditation

Professional learning opportunities were designed and timetabled after an analysis of PDP's and targeted at teachers goals.

The training and implementation around FoR and L3 continued and was supplemented by additional training in trauma, pedagogical improvement in writing,

differentiation, innovative curriculum delivery, school report writing, School Excellence Framework Analysis, Positive Behaviour for Learning, mandatory training, Aboriginal Education, staff showcases and staff-led sessions. Professional Development Plans were completed for all staff.

Mentoring relationships continued and Stage-based planning was a priority. Staff were given the opportunity to highlight great programs occurring in their rooms and visit classes to observe best practice and to assist others in their own self-evaluation. Professional dialogue continued and Professional Learning sessions were collaborative. Staff were engaged and contributed to their own goals and professional development.

Our Positive Behaviour for Learning program was further developed and embedded into our classrooms with universal language and goals across the whole school. Items were purchased to acknowledge levels of achievement by individual students. We held our 2nd PBL presentation assembly with a trophy and monetary award donated by a family from Maitland Public School. Ongoing adjustments to the school PBL program continued.

All staff at Maitland Public School have completed the requirements for accreditation. Our staff spend many hours researching and learning about future focused classrooms to support the use of new learning spaces with development to continue into 2019.

	2018 Actual (\$)
Opening Balance	376,471
Revenue	4,836,371
Appropriation	4,602,080
Sale of Goods and Services	4,191
Grants and Contributions	229,260
Gain and Loss	0
Other Revenue	0
Investment Income	839
Expenses	-4,678,518
Recurrent Expenses	-4,678,518
Employee Related	-4,026,354
Operating Expenses	-652,164
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,853
Balance Carried Forward	534,325

Financial information

Financial summary

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

The school budget is developed and managed by the Principal and Principal Support Manager, in consultation with the executive, through the development of the school plan, milestones and key initiatives targets.

Key spending is managed by the School Admin Manager and receipting and banking is managed by the front office staff under the supervision of the School Admin Manager.

Major projects and Health & Safety requirements are managed by the Principal Support Manager.

The surplus/deficit for the year is inflated by monies held for asset development using school funds over the December/January period and represents a 3% surplus of funds.

The Balance Carried Forward includes \$210,000 reimbursement received two weeks before the end of the year for additional salaries and is targeted towards school development in 2019.

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	2,867,856
Base Per Capita	76,474
Base Location	0
Other Base	2,791,382
Equity Total	437,126
Equity Aboriginal	44,421
Equity Socio economic	213,308
Equity Language	400
Equity Disability	178,997
Targeted Total	255,852
Other Total	602,711
Grand Total	4,163,544

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.

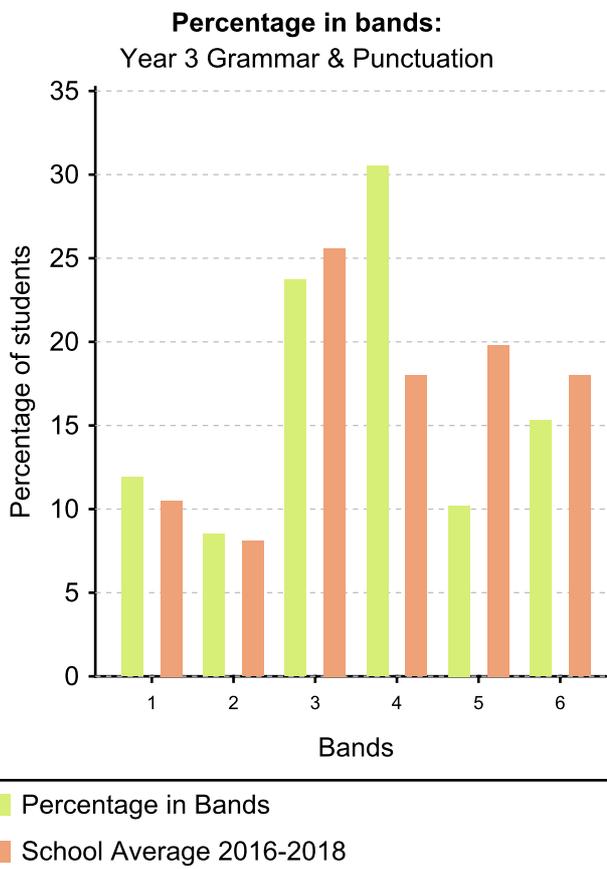
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Performance in NAPLAN has been improving steadily. In Year 3, the percentage of students in the lower two bands is declining and the number of students in the upper three bands has remained steady. Performance is strongest in Reading, Spelling and Grammar and Punctuation whilst Writing has a high percentage of students in Band 3. This shows a significant shift in students from Bands 1 and 2 in 2017 to Band 3 in 2018. This indicates more development is needed in

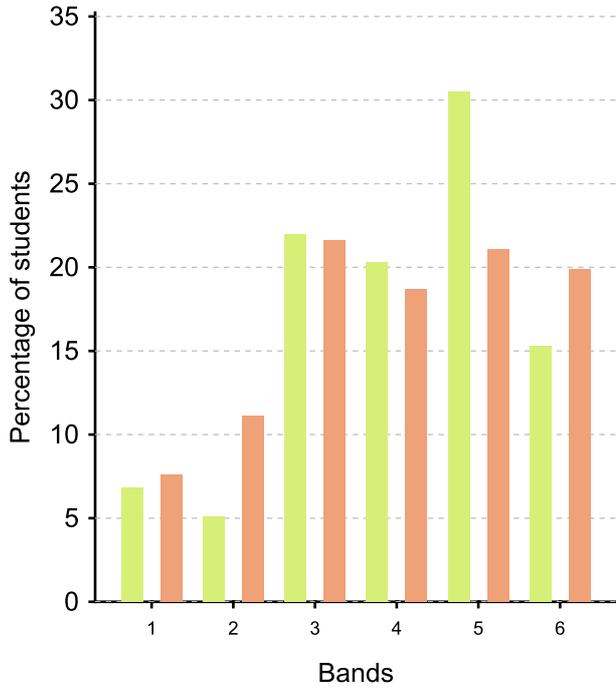
this area.

In Year 5, performance in all areas indicated a shift in student achievement from Bands 3 and 4 to Bands 5 and 6.

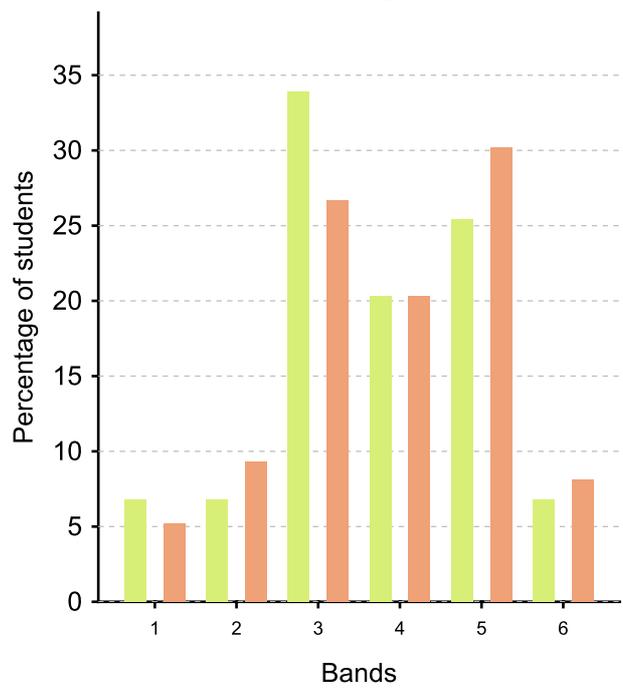
These results across Year 3 and 5 differ from year to year but trend data provides an indication that results continue to improve in Literacy.



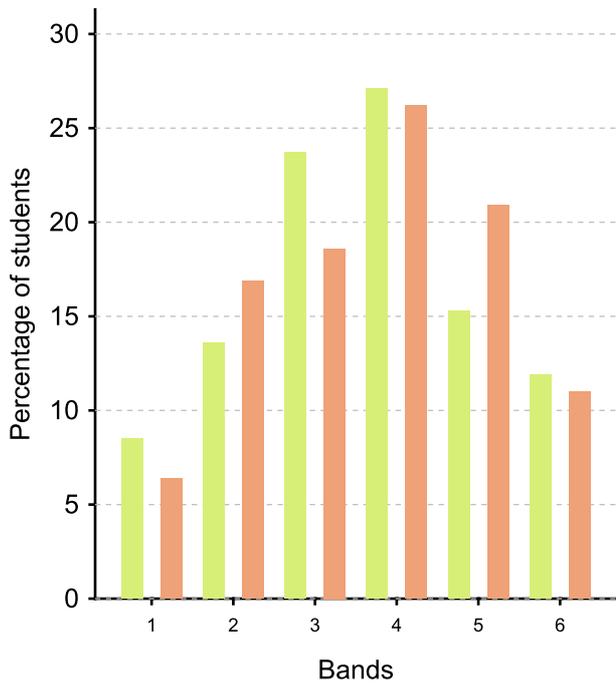
Percentage in bands:
Year 3 Reading



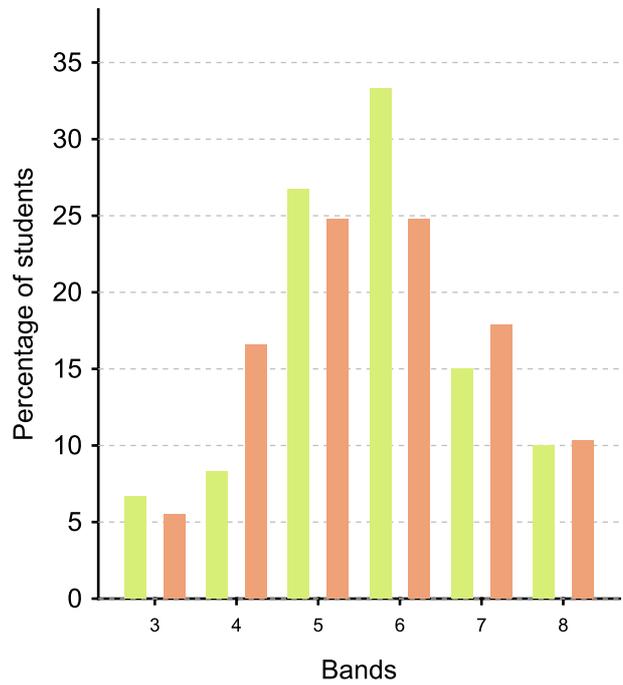
Percentage in bands:
Year 3 Writing



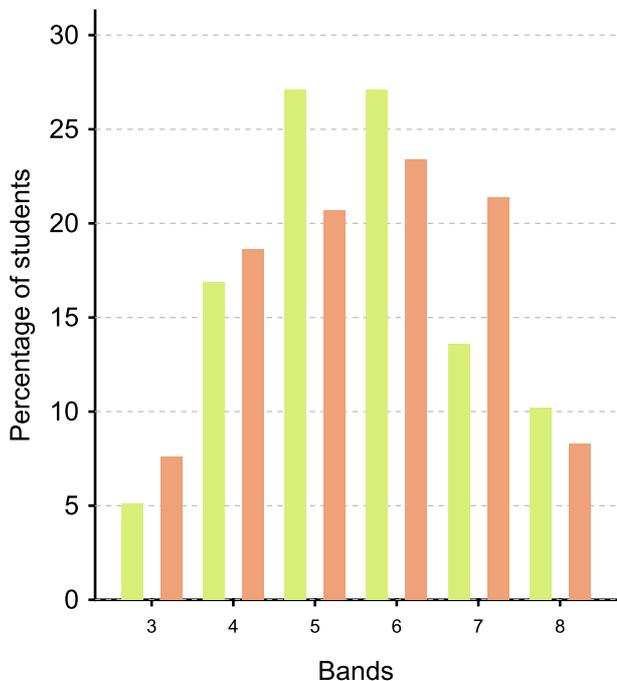
Percentage in bands:
Year 3 Spelling



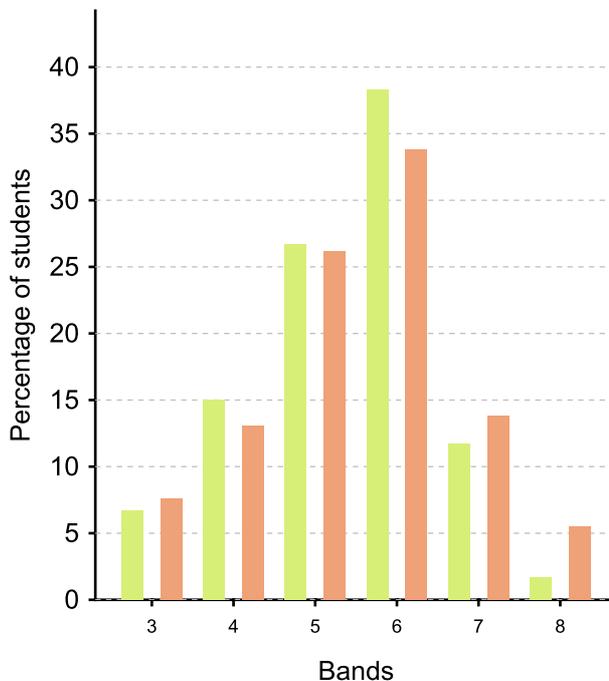
Percentage in bands:
Year 5 Grammar & Punctuation



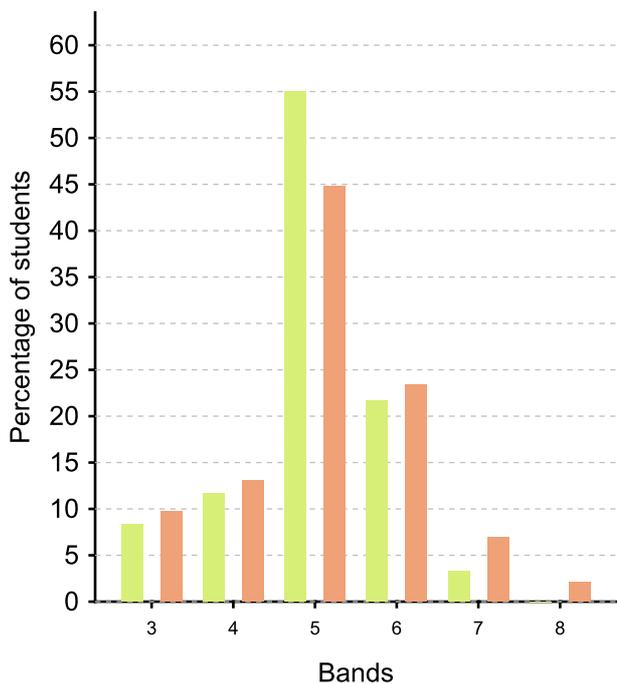
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

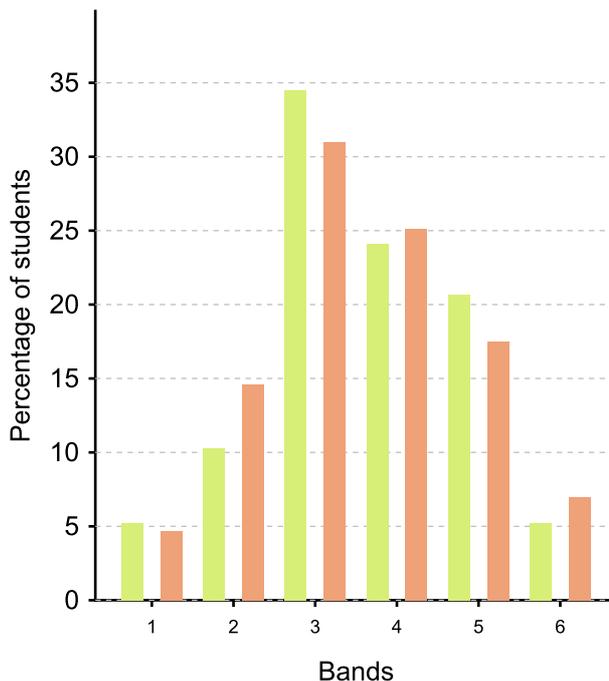


Percentage in bands:
Year 5 Writing

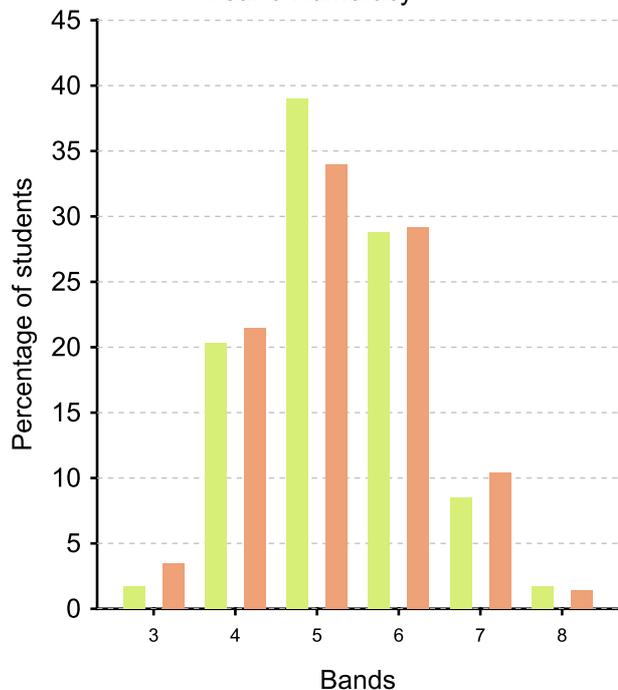


Numeracy results in Year 3 and 5 are similarly clustered towards the middle two bands. In Year 3, results indicate achievement significantly above state levels in Band 3 and just below state levels in Bands 4 and 5. In Year 5, 39% of students achieved in Band 5 and 28% achieved in Band 6, indicating that the majority of the cohort achieve in the middle two bands which is above state levels.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

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 accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, school performance in NAPLAN reflects:

- Year 3 achievement in Bands 4 and 5 in Reading and Grammar and Punctuation has increased but no students achieved in Band 6. In Writing and Spelling achievement has shifted from Bands 1 and 2 to an increased achievement in Bands 3 and 4, indicating a shift in achievement towards the middle bands. In Numeracy, 27% of students achieved in Bands 1 and 2.
- Year 5 achievement in Grammar and Punctuation and Spelling indicate an increase in student achievement in Bands 5 and 6 but with no student achievement in Bands 7 and 8. In Reading the majority of students achieved results in Band 4 (83%) and in Writing 34% of students achieved results in Bands 1 and 3, which is a significant increase from 2017 results. No students achieved in Bands 6, 7 or 8 in Writing. In Numeracy, results have remained steady for achievement in Bands 4 and 5 with no achievement in Band 6

Aboriginal students make up a much smaller cohort but performance in Numeracy has remained steady.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated in the "Tell Them from Me" survey, recorded anecdotal information from parents, students and teachers along with reports at P&C meetings and staff meetings.

Their responses are presented below. Maitland Public School students are:

- developing high expectations for success and value their schooling;
- generally interested and motivated and feel they put in a good effort at school;
- developing positive relationships with their teachers and feel teachers are responsive to their needs, encourage independence and high expectations;
- demonstrating positive behaviour at school;
- trending towards a healthy and active lifestyle with increased participation in extra-curricular activities

Information from parents was that they were happy with the reports on their child's progress and they were well informed regarding their child's behaviour.

65% of parents surveyed are involved in school activities including canteen, sport, classroom help and committee members.}

Parents feel teachers take an interest in their child's learning and that they are encouraged to do their best work.

The P & C reported they greatly appreciated the continued support, involvement and enthusiasm of the students, parents and teachers given to them when fundraising. The relationship between the P & C and staff is particularly strong with many teachers attending P & C meetings throughout the year.

Policy requirements

Aboriginal education

58 students identified as Aboriginal and all students had individual Personalised Learning Plans developed by the class teacher in consultation with parents. These were evident in teacher programs and used to ensure differentiation and scaffolded learning for our Aboriginal students.

Our school has one teacher that identifies as Aboriginal. She has had significant influence on our Aboriginal Education program and structures but there has been a much greater focus on and recognition of Aboriginal culture in the school. 75% of Aboriginal students report they feel good about their culture and look forward to learning more about it. 74% also report that their teachers demonstrate that they value and understand the importance of Aboriginal culture to them.

The Acknowledgement of Country is given at each school function, meeting and assembly, to raise awareness and show respect. The Acknowledgement is

delivered by one of our Aboriginal students as part of their leadership development and they carry out the duty with pride. The Aboriginal flag is also raised daily.

Combining tied grants and P & C fundraising we are building the Aboriginal learning circle and bush tucker resource in 2019. It will have a learning circle, bush tucker plants and be available for the entire school to use during class and play times. We have also initiated a cultural group for Aboriginal students to explore and connect to the local Wonoruah culture.

Multicultural and anti-racism education

Two permanent classroom teachers trained as Anti-Racism Contact Officers and spent time ensuring our school had the correct policies and procedures in place. We held our annual Harmony Day assembly and learnt about the messages reflected on this day and promoted multiculturalism. During our weeklong celebrations of Book Week, many multicultural stories were read and discussed K–6. All teacher's programs reflected multicultural references and learning across the curriculum.