

Point Clare Public School

Annual Report



2018



4050

Introduction

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

Mr Scott Campbell

Principal

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School background

School vision statement

Point Clare Public School is an inclusive, innovative and engaging learning environment that develops resilient, self directed learners. In our school the teaching, administrative and support staff are dedicated, accountable and inspiring professionals. Together we support the development of critical and creative thinkers and we make meaningful connections with our families and the wider community.

School context

Point Clare Public School has recently been upgraded via a \$10 million construction program which has given the school six new learning spaces and twenty classrooms overall. The school is situated on the western side of Brisbane Water on the NSW Central Coast. In 2018 the school enrolment has increased by over 10% from the last school plan and now sits at 532 students making it a P3 school.

There are currently 17 Aboriginal students enrolled at Point Clare Public School and the school is now proudly part of the Cooinda Local Aboriginal Educational Consultative Group (AECG). Our school also has a diverse cultural make up with 79 EAL/D students enrolled representing 31 distinct nationalities.

Point Clare Public School is a productive and collaborative member of the Gosford Learning Community (GLC). The school takes a leading role in delivering professional development activities within the GLC and collaboratively celebrates Education Week and NAIDOC week with the other GLC schools.

The school enjoys exceptionally strong support from a dedicated and hardworking P & C. Together we have established a strong relationship with the Central Coast Conservatorium of Music who are assisting the school to develop the school's inaugural musical band.

In this strategic plan, Point Clare Public School is focusing on the achievement of the NSW Premier's Targets as well as the improvement of our overall growth in NAPLAN proficiency rates for Years 3, 5 & 7.

To enhance the strategic plan, the school is also implementing a three-year school impact program based on John Hattie's "Visible Learning" research in conjunction with Empire Bay Public School.

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.

In 2018, Point Clare Public School began its first year of the three year school strategic plan. 2018 –2020. A key feature of this plan is the Visible Learning School Impact Program which we are completing in conjunction with Empire Bay Public School. This program has impacts across the three domains of the School Excellence Framework.

In terms of the Learning Domain we have evaluated ourselves as being in the "Delivering" category for most themes. with the exception being the element of "Learning Culture". In this element we have rated ourselves at "Sustaining & Growing".

In the four elements of the Teaching Domain we have determined on balance that we are at the "Delivering" standard for "effective classroom practice" and for "data skills and use". Our school based evidence indicates that we are at "Sustaining & Growing" for "Learning & Development" and "Professional Standards".

Our review of the Leading Domain indicated that we are at "Sustaining & Growing" in most elements. The exception being "Educational Leadership" in which we determined we were "Delivering". The reason for this is that we could not establish evidence that we were achieving the excellence statement regarding instructional leadership or community engagement.

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

Engaging & Inclusive Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Overall summary of progress

2018 is the first year of the new three year School Strategic Plan. To further support student learning throughout this three year period, we have embarked on a Visible Learning – School Impact Program. The purpose of this plan is to develop our students goal setting skills whilst also ensuring that the students can identify learning intentions and the success criteria relating to their work. Our annual evaluation processes have indicated that we have already made strong progress in terms of our identified improvement measures. The achievement and / or partial achievement of these improvement measures is listed below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of Aboriginal students in the top 2 bands of NAPLAN by 35% by 2020, where data is significant.	Aboriginal Background Equity Loading \$10,564	Two teachers attended the Connecting to Country TPL program. In Year 3 – one Aboriginal student student achieved the top two bands out of 4 in Numeracy whilst two achieved this level in Reading. In Year 5 – one Aboriginal student student achieved the top two bands in both reading and the Numeracy. There were 3 students in total.
Improvement in the three-year trend data for 2015 –2017 for the number of students achieving in the top 2 skill bands in NAPLAN for the following areas in line with Premier's Targets; • Reading: Year 3 – 60.3% Year 5 – 40.3% Year 7 – 27.6% • Writing: Year 3 – 48.6% Year 5 – 23% Year 7 – 24.84% • Numeracy: Year 3 – 48.3% Year 5 – 35% Year 7 – 32.4%	Staffing Allocations for: Learning & Support Teacher (0.7) – \$72,879 Literacy & Numeracy Intervention Teacher – 0.63 staffing Resources: \$21,056	2018 Year 3 Reading 56.79% Writing 43.6% Numeracy 43.75% 2018 Year 5 Reading 43.53% Writing 10.7% Numeracy 24.71%

Next Steps

* Identify and employ a suitable teacher to be the Literacy & Numeracy Intervention Teacher using the staffing allocation of 0.63. This role will monitor progress towards the Premier's NAPLAN Targets.

* Expand the Visible Learning Effect Size calculations for Writing to all stages of learning except for ES1. Effect Sizes to be calculated at the end of Semester One and Semester Two each year.

* Implement 5 weekly reading data collections for all Stages of learning.

* Achievement data of ATSI students to be reviewed each term at the Executive data day.

Strategic Direction 2

Inspirational & Accountable Teaching

Purpose

To build the capacity of all staff to deliver evidence based learning experiences that are individualised, targeted, differentiated, engaging and challenging.

Overall summary of progress

The QTSS and Professional Learning allocations in the Planned SBAR have provided the stimulus for Point Clare Public School to focus on improving our professional development programs. A much stronger emphasis on improving the procedures and overall quality of lesson observations has been established whilst linking the feedback mechanisms to the Teaching standards has been highly beneficial. Our Visible Learning School Impact Program has given the school a stronger strategic direction and generated a sense of purpose for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* Effect size measurements for Visible Learning indicators are all above 0.4.* TTFM Survey data for "Data Informs Practice" indicates improvement from the 2017 baseline of 6.9 to above the NSW Norm of 7.8.* Instructional Leadership pilot receives positive feedback from teaching staff (scores above 8.0).* Beginning teachers successfully gain proficient accreditation. with NESA.	<p>TPL: \$30,601</p> <p>Principal Support: \$27,883</p> <p>Beginning Teachers: \$37,551</p>	<p>Our writing results for Year 5 indicated an average effect size of 1.01 for the 2018 Year 5 students NAPLAN Writing results. Which is significantly above the expected growth rate of 0.8</p> <p>The TTFM Survey "Data Informs Practice" highlighted an improvement from our 2017 baseline of 6.9 to 8.9.</p> <p>The Instructional Leadership Pilot has been delayed due to key staff taking extended leave</p> <p>Two Beginning teachers have gained Proficiency in 2018 .</p>

Next Steps

- * Professional learning for all staff regarding how to calculate EFFECT SIZE measurements.
- * Identify mentors and establish support programs for second year Beginning Teachers.
- * Executive and aspiring staff to consider the Lead standards for inclusion in the 2019 PDPs.
- * Delivery of the TTFM survey of parents to be revised to generate greater responses than previous three year average.
- * Implement STEM instructional leadership pilot with key staff members.

Strategic Direction 3

Flexible & Responsive Partnerships

Purpose

To work collaboratively with the wider school community to provide high-quality systems, practices and opportunities that are flexible and responsive to our context.

Overall summary of progress

Point Clare Public School has become an active member of the Cooinda AECG. Staff are regularly attending the Cooinda meetings and actively promoting Aboriginal Education in our school. Our transition programs for Kindergarten, Year 2 to Year 3 and the Year 6 to Year 7 continue to be strong and effective. Our Kindergarten transition program will expand significantly in the current school plan with further transition dates planned and greater involvement at feeder pre-schools. The recent connection with the Central Coast Conservatorium of Music has led to the establishment of a school band for students in Years 3 to 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">* TTFM feedback indicates that 85% of parents and carers support the formalised feedback and interview processes implemented in 2018.* Establish both a Training Band and a Performance Band. At least 50% of the Training Band transition to Performance Band by Term 4, 2018* Over the 3 year plan timeline, student numbers increase for inclusion in Children's University and band.	<ul style="list-style-type: none">PTO Online booking platform \$625Casual Release \$10,000School Band budget \$5,000Children's University \$2,000	<ul style="list-style-type: none">* School surveys indicated that we have high levels of parental support for Parent Teacher Interviews.* 80% of respondents rated the experience of having parent teacher interviews as a very positive experience with 32% rating it as excellent overall. Only 5% of all respondents indicated that their personal experience was unsatisfactory.* All members of the the school training band transitioned to the school band.* All 14 participants in the Children's University program completed the 2018 program. Due to significant parental interest, the program will expand in 2019.

Next Steps

- * Three staff to attend the AECG "Connecting to Country" conference in 2019.
- * Expansion of the Parent / Teacher Interview process based on the feedback received in the 2018 Wufoo survey.
- * Introduction of a training band selection process for 2019.
- * Expansion of and succession planning for the Children's University Program to ensure sustainability of the program. Years 4 & 5 to participate in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10,564	<ul style="list-style-type: none"> * Two staff attended the Connecting to Country AECG training. * Regular attendance at Cooinda AECG meetings. * Successful completion of PLPs * NAIDOC Week events held with Henry Kendall HS. * Cultural activities held during Reconciliation Week. * ES1 AP participated in the Young Black & Ready for School initiative.
English language proficiency	\$32,084	Employment and training of an EAL/D Teacher to support students.
Low level adjustment for disability	\$114,546	Employment of a LAST Teacher \$72,879 Employment of SLSOs to support students with disabilities \$41,667
Quality Teaching, Successful Students (QTSS)	Staffing Allocation of 0.899	Release from Face to Face teaching for Lesson observations. Parent / Teacher Interviews Stage planning sessions Executive Release
Socio-economic background	\$38,612	Financial support for families experiencing financial difficulties \$5,000 Stage funding \$6,600 Technology Resources \$20,000 Literacy & Numeracy \$7,000
Support for beginning teachers	\$37,500	Mentor program established for 5 beginning teachers. Additional release from face to face teaching for Beginning Teachers Professional learning program for beginning teachers – Strong Start, Great Teachers
Targeted student support for refugees and new arrivals	0.2 Staffing allocation	Employment and training of an EAL/D Teacher to support students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	243	247	254	246
Girls	268	257	276	277

Enrolments have increased each year since 2016. Our enrolments for the start of the 2019 school year were 527 which is a 6.25% increase since 2016. We are expecting a spike in enrolments for 2021 when our current small Year 5 cohort of 60 students, transitions to high school. Our 5 year average Kindergarten intake is 78 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	93.4	94.5	94.2
1	95	93.7	93.9	93.4
2	95.4	95.2	94.1	94
3	94.7	94.7	95.1	93.3
4	94.7	94.1	94.2	93.8
5	94.6	94.3	94	94.6
6	94.8	95	94.4	95.2
All Years	95.1	94.3	94.3	94
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 at Point Clare Public School is monitored by individual class teachers and the Learning and Support team. Families of students who are absent for school for more than two consecutive days are contacted by the Deputy Principal by our PIPS phone plan. Any student who has an attendance rate of less

than 85% is referred to the Learning & Support team for further follow up with the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.67
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

One staff member identifies as being 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	80
Postgraduate degree	20

Professional learning and teacher accreditation

2018 was the first year of a three year school impact program delivered by Corwin Australia based on the John Hattie theory around "Visible Learning". All staff completed 12 hours of face to face training in relation to visible learning that related directly to our improvement measures in our 2018–2020 School Plan. The Executive team completed a further 10 hours of face to face training around key concepts supporting visible learning including effective feedback and data collection. As per the PDP processes, individual staff also identified specific individual programs that supported their PDP goals. These included:

2018 Child Protection

Anaphylaxis and Asthma training

CPR training

Code of Conduct

AECG Connecting to Country

Structured Literacy

WH&S IMEX TRAINING

WeDo Robotics

EduTech Conference

Lego STEM conference

Seven Steps to Writing Success

PELT – Primary Executive Leadership team

Austswim Accreditation

Rugby League Modified Games coach accreditation

Softball Coach – Level 1

Cricket Coach – Level 1

Football Coach Level 1

Language, Learning and Literacy (L3)

Beginner Teachers conference

Flexible learning Space Design

PBL Refresher training

PBL Coach Training

PBL Team Training

SASS Conference

Principal Conference

Deputy Principal Conference

Phonics Conference

EPAC Training

Learning Progressions Parts 1 & 2

New Best Start Training

	2018 Actual (\$)
Opening Balance	523,374
Revenue	4,731,048
Appropriation	4,478,146
Sale of Goods and Services	4,529
Grants and Contributions	243,685
Gain and Loss	0
Other Revenue	475
Investment Income	4,213
Expenses	-4,456,407
Recurrent Expenses	-4,456,407
Employee Related	-3,981,826
Operating Expenses	-474,581
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	274,641
Balance Carried Forward	798,015

During 2018 all NSW public schools received training using a new budgeting tool called EFPT. Clarification of unassigned funds was an ongoing issue. These unassigned funds include Principal support funding, unpaid salaries from December 2018 for casual teachers and SLSOs, Beginning Teacher funding, Literacy & Numeracy funds, reimbursements from the Department of Education and integration funding that has been identified as being returned to state office due to the students changing schools. The surplus funding for 2018 has been identified as being committed to school fencing costs (\$200,000) and to support the Cooler Classrooms Initiative through NSW Schools Infrastructure (\$50,000) .

Financial summary equity funding

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

Financial information

Financial summary

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

	2018 Actual (\$)
Base Total	3,649,668
Base Per Capita	102,486
Base Location	0
Other Base	3,547,182
Equity Total	195,806
Equity Aboriginal	10,564
Equity Socio economic	38,612
Equity Language	32,084
Equity Disability	114,546
Targeted Total	222,554
Other Total	268,039
Grand Total	4,336,067

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

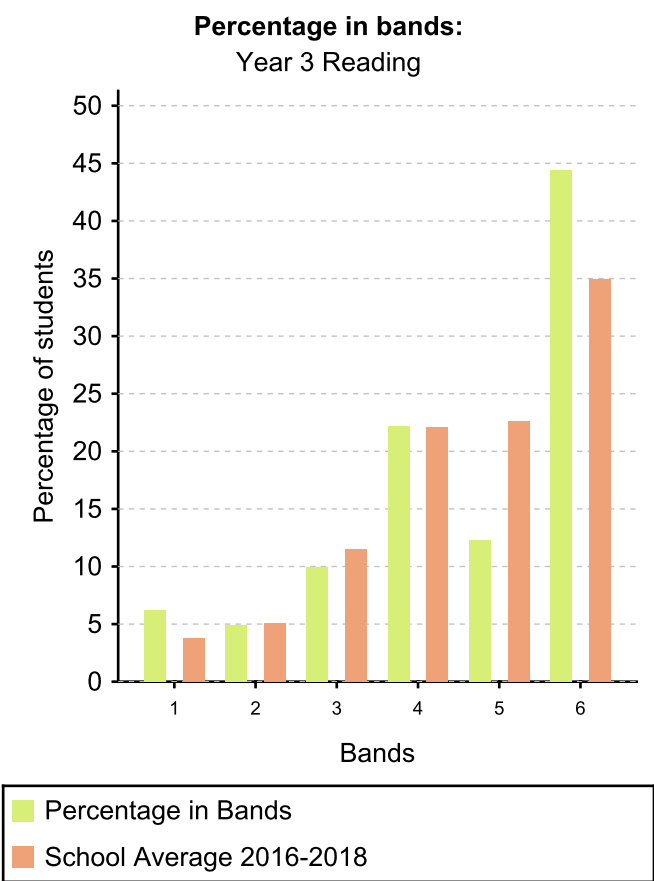
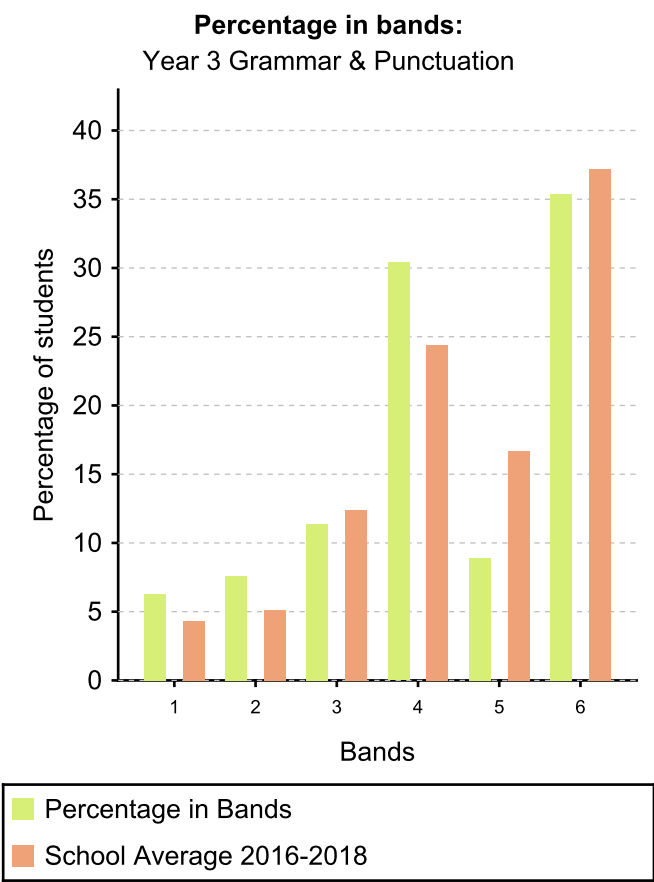
NAPLAN

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.

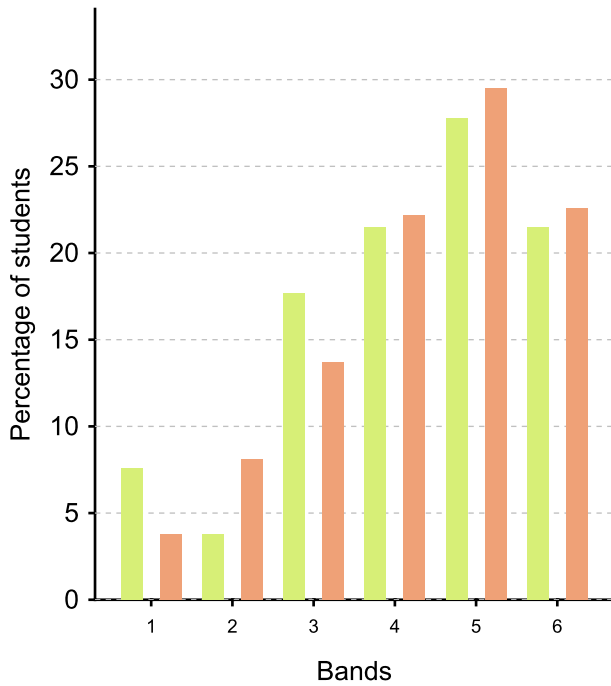
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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 relation to the Premier's Targets for Literacy, we have achieved pleasing results in 2018. Our Year 3 students have 56.79% of the cohort in the top two bands for Reading. This is 3.19% above our five year average. Our Year 5 students have 43.53% of their cohort achieving in the top two bands for Reading. This is 9.73% above our five year average result for Year 5 students. When compared to the NSW State Average and the Similar Schools Group (SSG), Point Clare Public School students in Year 5 have achieved Reading 67.5% , Writing 63.3% , Spelling 68.8% , Grammar & Punctuation 63.8% which is at or above expected growth rates in every NAPLAN assessment.

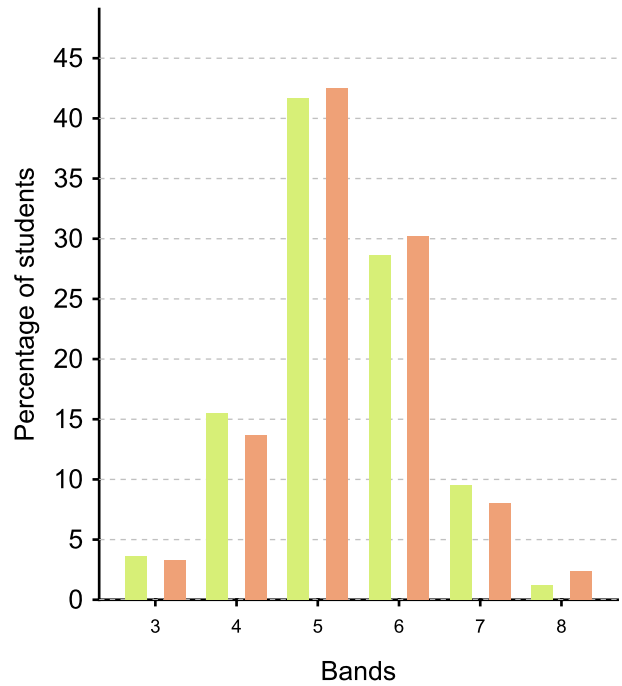


Percentage in bands:
Year 3 Spelling



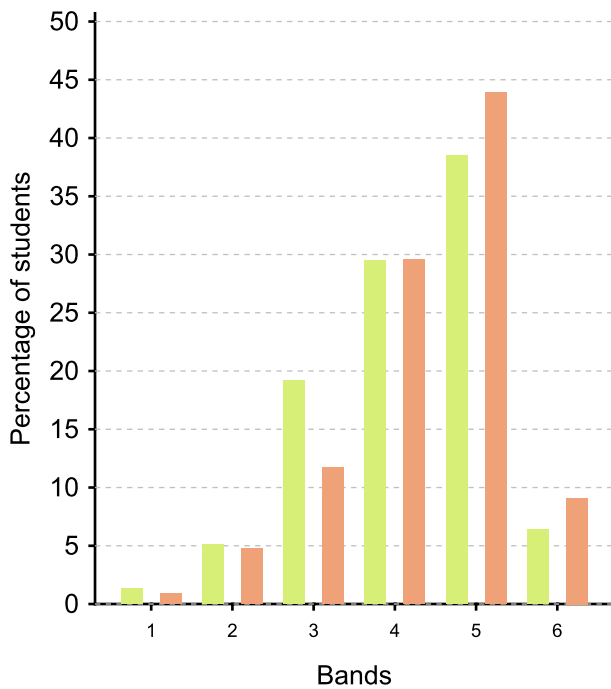
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



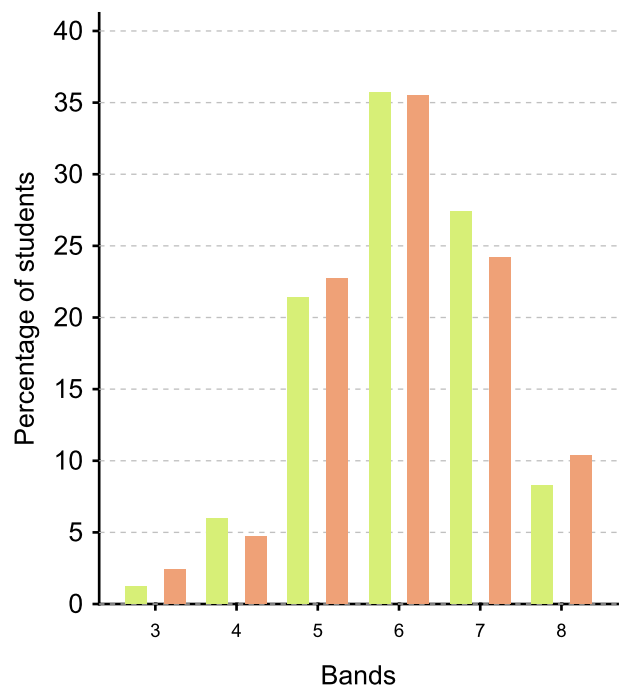
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

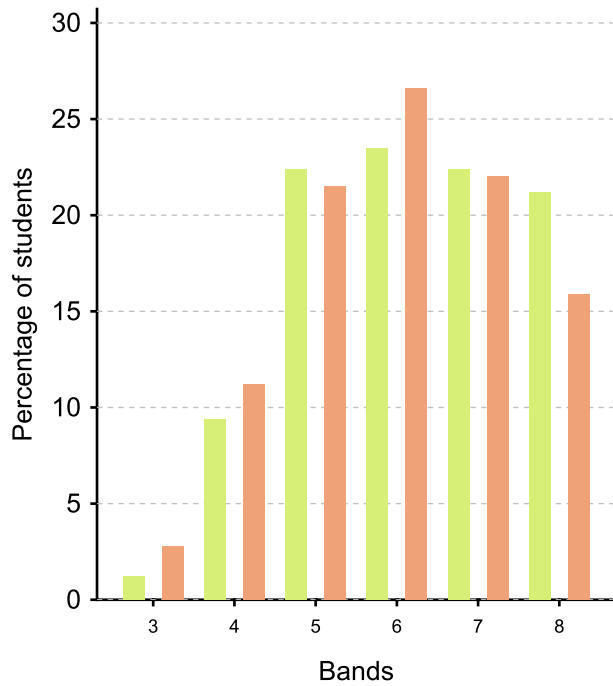
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:

Year 5 Reading

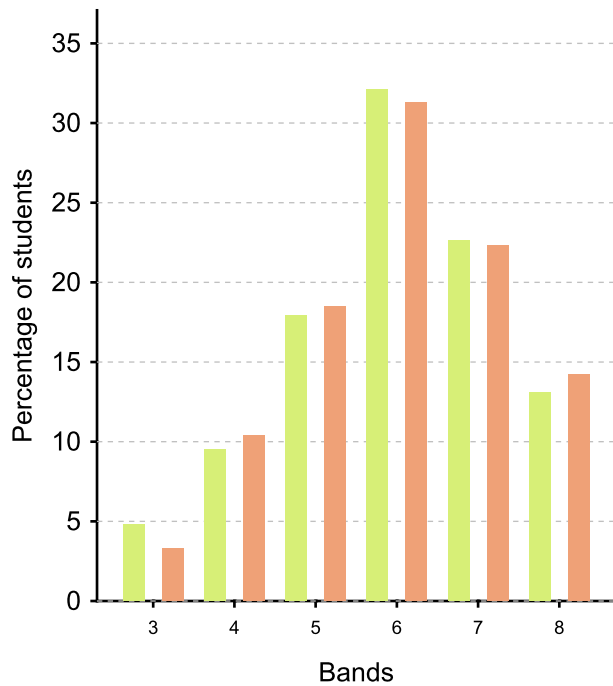


In relation to the Premier's Targets for Numeracy, we have achieved mixed results in 2018. Our Year 3 students have 43.75% of the cohort in the top two bands for Numeracy. This is 3.55% above our five year average. Our Year 5 students have 24.71% of their cohort achieving in the top two bands for Numeracy. This is almost level with our five year average down by 0.09%. When compared to the NSW State Average and the Similar Schools Group (SSG), Point Clare Public School students in Year 5 have 47.5% of students achieving the expected growth rates in Numeracy.

Percentage in Bands
School Average 2016-2018

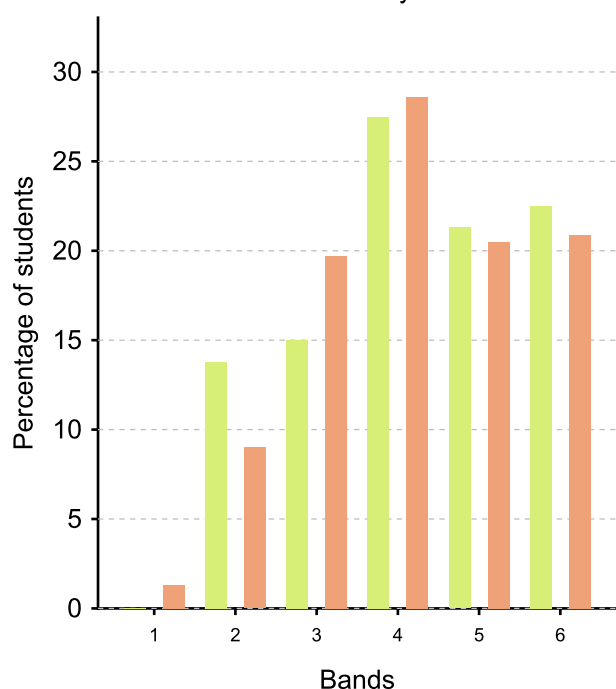
Percentage in bands:

Year 5 Grammar & Punctuation



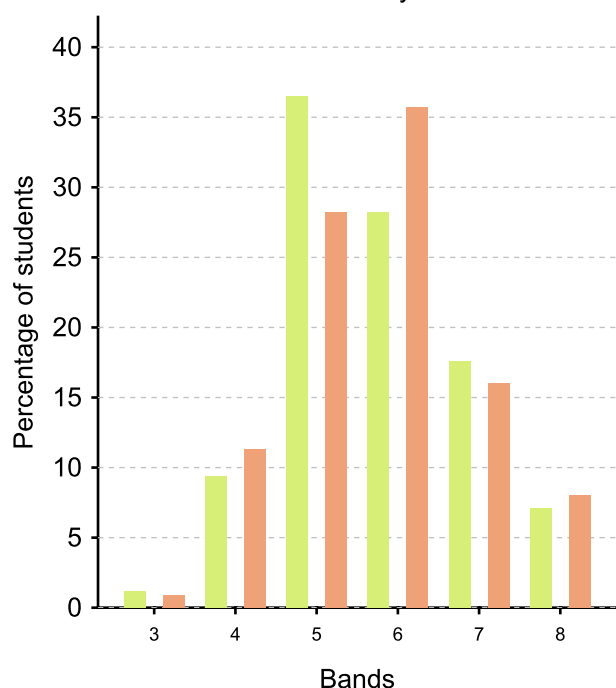
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

<https://www.myschool.edu.au/school/42014>

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

Our overall target improvement measures for 2019 are:

* Reading Proficiency: Yr 3 = 60.3% Yr 5 = 40.3%

Writing Proficiency: Yr 3 = 48.6% Yr 5 = 23%

Spelling Proficiency: Yr 3 = 55.3% Yr 5 = 50%

Grammar Proficiency: Yr 3 = 61% Yr 5 = 48.3%

Numeracy Proficiency Yr3 = 48.3% Yr 5 = 35%

For Aboriginal students, we have 7 students who participated in NAPLAN in 2018. Four in Year 3 and three in Year 5.

* Our target is to increase the number of students in the top 2 bands of NAPLAN by 30% by 2020.

Parent/caregiver, student, teacher satisfaction

Our feedback from parents indicated that 92% of respondents found our newsletter to be useful or very useful while another 79% reported that our use of social media platforms including Facebook, Skoolbag and Class Dojo to be useful forms of communication. Interestingly 76% of parents found formal interviews to be a more useful means of communication than school reports. Of the seven areas surveyed, our lowest scoring section was titled "Parents are informed". We scored lowest (4.2) on the criteria that stated: "I am informed about opportunities concerning my child's future". The highest scoring area on the parents' survey was titled "parents support learning at home". In this section respondents scored highest (8.1) on the statement: Does your family praise your child for doing well at school?

Our feedback from students in Years 4/5 and 6 indicated that 91% of our students believe that they are trying hard at school. This is 3% higher than the NSW mean. A further 90% of our students also believe that they have positive relationships with their peers. This is 5% higher than the NSW mean. The participation rate in school sports was 14% lower than the NSW mean with only 69% of students indicating that they participated in school sports. Students at Point Clare Public School have reported that they feel that teachers are responsive to their needs and encourage independence. This item scored 8.5 which is higher than the NSW mean. Student's perseverance levels indicate that 90% of Point Clare students believe that they can pursue their goals to completion.

Our feedback from teachers showed a dramatic change from the previous year. In fact Point Clare Public School scored above the NSW mean in every aspect of the survey. The statement – school leaders are leading improvement and change received 92% positive responses. Questions concerning "Quality Feedback" yielded responses well above state averages (8.6) including a score of 8.8 for "school leaders have taken the time to observe my teaching". Our highest scoring

item in relation to overcoming obstacles to learning was "I make an effort to include students with special learning needs" (9.4). Our highest scoring item overall was in relation to the Challenging and Visible Goals survey. Teachers indicated that they set clear goals for behaviour 9.5 and also reported that they help set challenging learning goals for their students 9.3.

Policy requirements

Aboriginal education

In 2018, we welcomed Mrs Jody Sharma to our teaching staff. Jody is a passionate Aboriginal woman who has already made a positive impact on Aboriginal Education at Point Clare Public School. We now have an Aboriginal Education team that is ensuring that we honour significant cultural milestones but also embed Aboriginal perspectives into the curriculum for all Stages of learning from K–6. For Reconciliation Week we participated in cultural activities through our partnership with Henry Kendall High School and also with local Aboriginal artists Koomurri at a school level. In 2018 our school was fortunate to have Gary Purcell present a series of Aboriginal Artist workshops for selected students across the school. The highlight being two wonderful pieces of art being presented to the school at the end of the project. Our 2018 NAPLAN assessments indicated that no Aboriginal students achieved below NMS. With only seven (7) students in total participating in NAPLAN, the scores could not be reliably compared to the Premier's Targets.

Multicultural and anti-racism education

In 2018, Point Clare Public continued to implement and refine the aims of the Department of Education's Multicultural Plan 2016–2018 for our local context. At our school 31 different cultures are represented by 79 students. This represents almost 15% of our school population.

We have again provided strong community languages programs including French, Spanish and Mandarin which were all well attended. Additionally, we employed an English as an additional language or dialect (EAL/D) teacher for three (3) days per week in 2018.

We have implemented the Anti–Racism Policy and have a staff–elected ARCO (Anti–racism Contact Officer) who has a mediation, procedural, educational and monitoring role. The ARCO will be re–trained in 2019. Our Harmony Day event for 2018 featured a wide variety of performers and was well supported by the P & C Association and a large cross–section of the community.