

Plattsburg Public School Annual Report



2018



7308

Introduction

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

Ellen Bax

Principal

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Message from the Principal

The 2018 year was another year filled with community activity. Our students joined with Callaghan College Wallsend Campus students to perform for the Wallsend RSL 2018 Remembrance Day Ceremony; our choir sang and entertained across several local aged care facilities; and our Aboriginal Cultural Troupe performed across the Newcastle region and supported significant events for the State AECG. This year our school community raised additional funds to purchase play equipment with one fundraiser being a Colour Run. Past students and friends all came together to make this event a winner. The spirit of Plattsburg is its connection to community and the willingness of parents and carers to support students to take up the opportunities that arise and to celebrate the courage of students to be different and to make a difference.

School background

School vision statement

Equipped for life

Our legacy will be building the capacity of our community to lead successful lives, be confident, innovative and engaged learners.

School context

Plattsburg Public School is a school with an average population of 235 where 22% identify as Aboriginal and 12% as having a non-English speaking background. Located in the suburb of Wallsend we have a proud history of providing more than 150 years of public education to the community. Our school community is characterised by hard work, a fair go for all and honest friendship; a strong P&C supports community events. Enrolment is affected by high rates of mobility. Trend data indicates a 30% mobility rate.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, CAPA and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, tiered support and mastery learning. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Reading and Writing. Enhanced systems of operation support families of students with additional needs.

We are an Early Action for Success (EaFS) school and, as such, have a significant focus on early Literacy and Numeracy achievement. Strong data tracking of student performance and the close analysis of that data further supports differentiation.

Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that for the six elements within the:

- **Learning Domain** an on–balance judgement of sustaining and growing. **Learning Culture:** The strength of Plattsburg Public School's learning culture is evident in systematic processes and work practices that support a complex school in the provision of quality programs. **Wellbeing:** Strong and inclusive wellbeing structures facilitate a breadth of differentiated support across social, emotional, intellectual and institutional engagement. Students, as key stakeholders, inform wellbeing approaches and have influenced a focus on the development of social skills through student relevant activities. **Curriculum & Learning:** The strategic deployment of a Learning and Support Coordinator enables an effective workflow that underpins effective teams, personalised learning and ongoing reciprocal communication across a diverse community. **Assessment & Reporting:** Continuous cycles of assessment monitor and report on student achievement across the curriculum. Analytical tools that integrate categorical data into raw achievement data provide whole of staff with explicit and contextual evaluations of student performance. **Student Performance Measures:** Longitudinal data sets evidence the progress of individuals and cohorts and can be used to demonstrate the school's expertise in the continuous process of assessing, planning, programming, implementation and evaluation. The school has strong alliances across a Local Management Group of 18 schools that actively enhance curriculum delivery and supports transition programs.
- **Teaching Domain** an on–balance judgement of sustaining and growing. **Effective Classroom Practice:** With a focus on Literacy and Numeracy Plattsburg Public School is committed to evidence based teaching methods and has a suite of school developed programs and assessment strategies that denote a collaborative and a whole school approach to improving student learning. Making cultural connections and engaging widely with a diverse community, teachers' use data to collaboratively design personalised learning plans relevant to all levels of student achievement. **Data skills and Use:** The leadership team systematically and reliably analyses multiple data sets that facilitate reflection practices. Reflection at school stage, cohort and individual levels guide and inform teaching directions and, at the same time, enables an explicit capacity to report on student progress to parents/carers. **Professional Standards:** A distributed leadership culture facilitates the implementation of school based performance and development goals for all staff. This is achieved through collegial discussions around the systems and strategies that will underpin the work we want to achieve. **Learning and Development:** Personalisation of teacher performance and development goals occurs in smaller school networks and one on one executive discussion with explicit reference to the Australian Professional Standards for Teachers.
- **Leading Domain** an on–balance judgement of sustaining and growing. **Educational Leadership:** Plattsburg Public School has purposeful leadership roles based on expertise and experience. A culture of distributed and instructional leadership contributes to cohesive whole school planning and evaluation processes. **School Planning Implementation and Reporting:** Scaffolded approaches to continuous evaluation processes provide rigorous and longitudinal tracking of milestones to monitor the efficacy of the school plan. **School Resources:** Facilities are flexibly utilised to engage students in creative and critical learning experiences. Several innovative, flexible learning spaces support optimised learning. **Management Practices and Processes:** Innovative staffing structures deliver services and information that support engagement. Teams take responsibility for each of the strategic directions with whole staff, community and AECG partnering throughout all evaluations. S–BAR funding is strategically allocated to programs and staffing that support school improvement.

Our self–assessment and the external validation 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

LEARNING

Purpose

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Overall summary of progress

Differentiated learning and support was strategically facilitated by tiered interventions delivered, measured and evaluated by the Learning and Support Teacher (LAST) and the Early Action for Success Deputy Principal (EAfS DP). Significant data sets were created by the LAST and EAfS DP that recorded individual data collated for students with a personalised learning plan or in receipt of a focussed intervention. Following meta-analysis of data all teachers were engaged in evaluative and planning processes to determine next steps for individuals and cohorts. This is an intensive way of working but has been identified by staff as highly valuable and data clearly identifies major benefits for student achievement and in demonstrating that all students are achieving. Evidence based approaches used across the whole school have been captured within data sets and analysis evidences longitudinal measures of effectiveness for student achievement.

Systematic whole school curriculum development was facilitated by the 2018 revised Comprehension scope and sequence. With a reduction in the length of pre and post testing and spreading of the assessments across terms there is now more time to teach strategies. The development of an ICT (Information and Communication Technologies) scope and sequence saw a successful year of STEM (Science, Technology, Engineering and Math) learning experiences for students K–2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	LAST 1.1 FTE SLSO \$48,530 (LLA) SWAT \$5, 040 (S–BAR)	In 2018 the Premier's Priority – Average % NAPLAN Reading and Numeracy results indicated that 20% of PPS students achieved proficiency. This is an increase of 8.64% from 2017 and highest achievement in 5 years of data.
Reading comprehension matches reading text levels for 80% of students.	LAST 1.1 FTE SLSO \$48,530 (LLA)	Most students working at Mastery 300 are at a PM 30 with comprehension.
Aboriginal and non–Aboriginal students consistently enrolled K–2 meet EAfS benchmarks in Literacy and Numeracy.	EAfS DP (0.8) SLSO \$53,383 S–Bar Aboriginal	Data shows that whilst most students are able to count on to solve addition, counting back is inhibiting their ability to solve subtraction and be flexible with number combinations. In Literacy for matched students the following achieved benchmarks: • K – 60% • 1 – 15% • 2 – 65% (average K–2 46%)

Next Steps

- Use the Supplementary Work, Assessment and Teaching (SWAT) strategy to provided focussed support to cohorts with identified additional needs.
- Explicit teaching of Numeric Literacy delivered through RFF 1–6 to support student achievement in NAPLAN Numeracy with its excessive numeric literacy question types.

Strategic Direction 2

TEACHING

Purpose

To take a shared responsibility for student improvement and contribute to a transparent learning culture, with the highest priority given to evidence based teaching strategies.

Overall summary of progress

Throughout 2018 a culture of effective coaching and mentoring was developed to share existing expertise to facilitate teacher professional learning and capacity building in the areas of Literacy, Numeracy and STEM (Science, Technology, Engineering and Math). Staff K–6 were engaged in mentor and team teaching approaches to build capacity in coding and robotics. All staff are now equipped to teach these areas of the Science curriculum. Students 3–6 are now able to complete basic coding tasks and use the related metalanguage. K–2 students are successfully engaging in engineering design processes to do things like building bridges or guiding a basic robot.

Mentoring from within our community of schools was sourced to support Stage 3 students to develop skills in effective paragraph writing. Plattsburg staff were able to observe a high school teacher on a weekly basis introduce TEEC (Topic, Explanation, Examples, Conclusion). Staff reported that observing a high school practitioner affirmed their own practice but also highlighted areas for improvement. Student work samples at the close of the year show that, for the majority of students, a practical ability to follow TEEC was well developed. Additionally a qualitative improvement in Writing was evidenced.

The Learning and Support Teacher (LAST) and the Early Action for Success Deputy Principal (EAfS DP) worked shoulder to shoulder with staff K–6 in the areas of Literacy and Numeracy. Part of their work included the collation of assessment and data K–6 which was then used to facilitate Stage meetings to drive a team based analysis of Literacy/Numeracy Data along with a shared evaluation of assessment tasks. Statistical/class analysis reports informed appropriate tiered intervention strategies and differentiation. This explicit process combined with shoulder to shoulder support produced positive outcomes for teachers and students alike.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate expertise in the use of data to facilitate targeted instruction for individuals and cohorts.	LAST 1.1 FTE EAfS DP (0.8) S–Bar \$15,000	80% of K–6 staff identified that data analysis assisted them to develop effective differentiated teaching and learning.
90% of students demonstrate Future Focussed learning practices.	\$20,823 S–Bar	K–2 evaluations indicate that 43% of students demonstrate a capacity to apply their knowledge to a new situation. 3–6 evaluations indicate that 63% of students demonstrate a capacity to think critically with higher order questioning.

Next Steps

- Progressive Achievement Test (PAT) second data capture correlated to end year grades
- Student surveys designed and administered to measure student problem solving skills
- Trial one to one device classroom: se of iPads in the class as the main teaching tool

Strategic Direction 3

LEADING

Purpose

To commit to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Professional learning in 2018 has been facilitated by a model of distributed leadership where all staff have been actively involved in collegial discussions of instructional matters, including how instruction impacts student achievement. This include the promotion and support of teacher expertise to mentor and coach colleagues in areas that include STEM, vocabulary, Aboriginal perspectives, EALD and data. Aspirant leaders were mentored and coached to engage in a structured process of mapping the progress of milestones, which included student achievement, strategies, practices and resourcing, against the School's Excellence Framework. Professional learning was therefore focused on student outcomes and a cycle of checking teaching strategies for efficacy and effectiveness. Plattsburg has, in 2018, demonstrated a capacity to coordinate and deliver quality professional learning for school staff, including school leadership teams that was aligned to the School Plan and that reflected the contextual changes impacting on the school such as high itinerancy and refugee students.

An aspirant leader with expertise in technology was deployed to lead the trial and implementation of electronic programming with the capacity to automatically notify nominated supervisors for the purpose of professional feedback. The trial phase was successful and has been gradually expanded to include all staff. By the end of Term 2, 2018 all teaching staff were part of Microsoft teams; a timetable for programming uploads delineated and discussions around evaluative practice had occurred. The goal of teacher electronic programming is on track for further development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use interactive electronic programming across all KLAs to program, assess and evaluate.	\$20, 504 S-Bar	At the close of the 2018 school year the following have been uploaded into Microsoft Teams to facilitate the goal of electronic programming with reciprocity: <ul style="list-style-type: none">• Relevant school policy• Math S&S• Class profiles• Teacher selected programs• EAfS and LAST data analysis
All teachers develop authentic performance goals and can provided evidence to demonstrate growth.	\$20,000 (S-Bar)	A document analysis of teacher Performance and Development Plans (PDPs) evidences: <ul style="list-style-type: none">• Alignment to the Australian Professional Standards for Teachers• Alignment to the school plan• Alignment to milestones• Demonstrates formal feedback from a supervisor• Demonstrates adjustments following evaluation

Next Steps

- Design and articulation of summary program template with suggested hyperlinks to explicit programming documents
- Teacher summary programs completed in Microsoft Teams
- Generic reflection questions identified for teacher programs
- Teacher reflections entered into MST

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher: 0.2 (\$20,823) SLSO 0.88 (\$53,383) Resources (\$14,397)	Aboriginal students are supported through key transition points. Increased Aboriginal student, parent and community engagement in sharing of cultural knowledge. NAPLAN growth for ATSI students exceeds State growth.
English language proficiency	Bilingual SLSO (\$39, 733) Resources (\$3,335)	EAL/D student differentiation in class. Families engaging with staff. Families engaging with outside agencies (Jesmond Neighbourhood Centre) through community links created by the EAL/D AP and Bilingual SLSOs.
Low level adjustment for disability	SLSO 0.88 (\$53,383)	Tiered support K–2 Literacy and Numeracy. Personalised Learning and Support for Mastery Learning 3–6. Increase in 3–6 students reading at PM 30.
Quality Teaching, Successful Students (QTSS)	Teacher: 0.422	All staff upskilled in STEM (robotics and coding). Team teaching, mentoring and coaching practices becoming embedded.
Socio–economic background	Teacher: 0.6 LST Co–ord (\$62,468) Teacher: APIL (\$104,113) SLSP/PLP (\$20,823) SASS Supplementation (\$40,000)	Strong LST processes embedded across practice. Professional Learning strategically coordinated and documented. Dynamic PLPs in place for 39% of students. Additional and responsive support provided to students with identified additional needs (academic and social).
Support for beginning teachers	\$13,000	Successful accreditation with NESA.
Targeted student support for refugees and new arrivals	Refugee (\$4,104)	Excursions facilitated with Bilingual SLSO. All students with book packs and school uniforms. Take home audio reader library created and operational.
Early Action for Success	0.8 EAfS DP Teacher: 0.2 (\$20,823)	Assessments evaluated and realigned to Progressions; supporting accurate data collation into ALAN. Tiered interventions K–6 documented and tracked.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	111	119	117	108
Girls	139	127	134	123

2018 enrolment data indicates a continuing decline in numbers. The school year began with 10 classes, a reduction from 2017 by one class. Anticipated enrolments for 2019 indicate a further decline in numbers and further reduction in classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	93.6	89.8	93.9
1	94.2	92.1	91.9	90.2
2	95.7	93	94	92.8
3	94.4	95	90.5	94.6
4	93.1	92.5	94.1	91.5
5	96.1	93	92	92
6	94	91.6	91.1	91.6
All Years	94.4	93	91.9	92.4
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

Over all student attendance at Plattsburg sits one point below that of the State. High mobility rates means the school maintains enrolment of students while they are in transit and this impacts negatively on over all attendance data. Student attendance was monitored by the school executive throughout each term. Parents and carers of students with attendance below 85% and without satisfactory justification were contacted by

phone and in writing. Where required, meetings were conducted with the Home School Liaison Officer to discuss strategies and supports to improve individual attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.24
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Plattsburg Public School has one permanent Aboriginal teacher; throughout 2018 two long term temporary Aboriginal School Learning and Support Officers worked to support both Aboriginal and non-Aboriginal students; One casual Aboriginal Education Officer was employed to support BroSpeak and two Aboriginal SLSOs were casually employed to also support BroSpeak.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

In 2018, professional learning at Plattsburg Public School was given a high priority. All professional learning, where possible, was research-based to ensure quality and currency. Evaluation of professional learning was used to determine the impact on student achievement.

In Term 2, 2017 PPS staff undertook Kagan Training, Workshop 1 with Islington PS. Staff have been using KAGAN strategies to build positive independence and equal participation for their students. Survey data indicated that 100% of PPS teachers use KAGAN strategies and that these strategies are making a difference – students are more confident to engage in discussion, students are more willing to share. Teachers also report that KAGAN strategies support differentiation and an orderly classroom. All staff indicated a professional readiness to engage in the second workshop. In 2018 we engaged in this second workshop to learn about the Seven Keys to Cooperative Learning including Team Formation, Building Will, Management Techniques, Embedded Social Skills, PIES principles and Structures.

As a variation to staff development day all staff engaged in the professional learning course S.T.A.R.S. in schools (supporting students from refugee backgrounds). This six hour course consisted of 4 modules:

- Module 1: Understanding the refugee experience
- Module 2: The impact of trauma on settlement and learning
- Module 3: Creating a positive learning environment for students from refugee backgrounds
- Module 4: Using the resources.

The teaching staff at Plattsburg Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities as set out in our School Plan. This was largely achieved by the promotion and support of teacher expertise to mentor and coach colleagues in the areas of ICT, STEM, vocabulary, Aboriginal perspectives, EALD and data analysis. In the area of ICT teachers engaged in explicit and personalised professional learning and implementation of the whole school ICT Skills Scope and Sequence. Acquiring deeper knowledge of ICT skills enhanced teacher responsiveness to meeting students learning needs. The professional learning was targeted to school priorities, the needs of our students, and the achievement of teacher's professional goals. This professional learning was facilitated by the active involvement of all staff in collegial discussions of instructional matters, including how instruction impacts student achievement.

In term 2 of 2018 Plattsburg Public School staff joined Hamilton North PS, Wallsend PS, Mayfield East PS, Mayfield West PS in a day conference that explored Neuroeducation: Learning with the Brain in Mind. The key presenter was John Joseph who presented the following:

- How to use contemporary research to focus on what matters most to student learning outcomes .
- To know how the brain learns (information processing) in order to maximise efficiency of learning.
- Ways to teach students how thoughts and emotions influence thinking and behaviour .
- Activities and questions for further developing our feedback processes
- How to create Sleep Plans so waking hours are characterised by alertness rather than tiredness .

During 2018, Plattsburg Public School had one New Scheme Teacher accredited as proficient.

Beginning Teacher Support Funding was used to enhance the professional growth of the teacher in a variety of ways including:

- observing other teachers' lessons;
- enabling other teachers to observe their lessons;
- engaging in collaborative practices;
- receiving structured feedback based on observation;
- evaluating impact of their teaching on student progress and achievement;
- implementing effective classroom management strategies;
- engaging in professional discussion and personal reflection;
- assessing and evaluating student work;
- planning quality lessons to maximise their impact on learning; and
- compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).

The New and Beginning teacher attended several workshops that supported NESA and TQI accreditation under the Teacher Identified Professional Development category.

This workshops covered the following topics:

- Teacher Well-Being
- Discipline And Managing Difficult Students
- Building Relationships With Students
- Building Relationships With Parents
- Overcoming Self Doubt
- Making Mistakes
- Managing Your Workload

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	295,340
Revenue	2,838,202
Appropriation	2,808,235
Sale of Goods and Services	5,896
Grants and Contributions	21,819
Gain and Loss	0
Other Revenue	0
Investment Income	2,252
Expenses	-2,828,492
Recurrent Expenses	-2,828,492
Employee Related	-2,501,853
Operating Expenses	-326,639
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	9,710
Balance Carried Forward	305,051

Plattsburg Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to further develop understanding of the integrated administration system with an explicit focus on the HR budget tool and the Electronic Financial Planning Tool.

The intended use of funds available from 2018 is to finalise 2018 salary costings, upkeep air conditioning units, upgrade technology in the school and the infrastructure to support it. We also intend to engage additional office support staff to facilitate the additional administrative tasks of reporting to parents.

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	1,841,972
Base Per Capita	48,536
Base Location	0
Other Base	1,793,437
Equity Total	588,624
Equity Aboriginal	88,603
Equity Socio economic	285,392
Equity Language	39,733
Equity Disability	174,896
Targeted Total	157,164
Other Total	172,338
Grand Total	2,760,098

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.

Year 3 NAPLAN Reading: 50% of Year 3 achieved proficiency (top two bands). This is the highest level of proficiency achieved since 2014 and exceeds Similar School Groups (SSG). (State 51.7% SSSG 31.4%).

Year 3 NAPLAN Writing: 35% of Year 3 achieved proficiency (top two bands) and exceeds Similar School Groups (SSG). (State 47.1% SSSG 31.1%).

Year 3 NAPLAN Spelling: 30% of Year 3 achieved proficiency (top two bands). This is the highest level of proficiency achieved since 2015. (State 52.2% SSSG 29.5%).

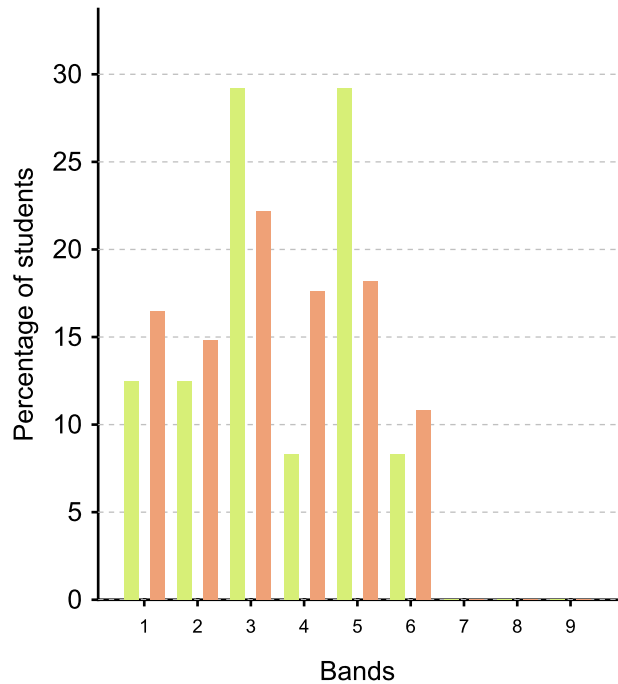
Year 5 NAPLAN Reading: Average State growth in **READING** is 82.1 score points. PPS students averaged 77.1 score points. This is 5 score points below State.

Year 5 NAPLAN Writing: State growth in **WRITING** is 48.1 score points. PPS students averaged 38.2 score points. This is 9.9 score points below State growth.

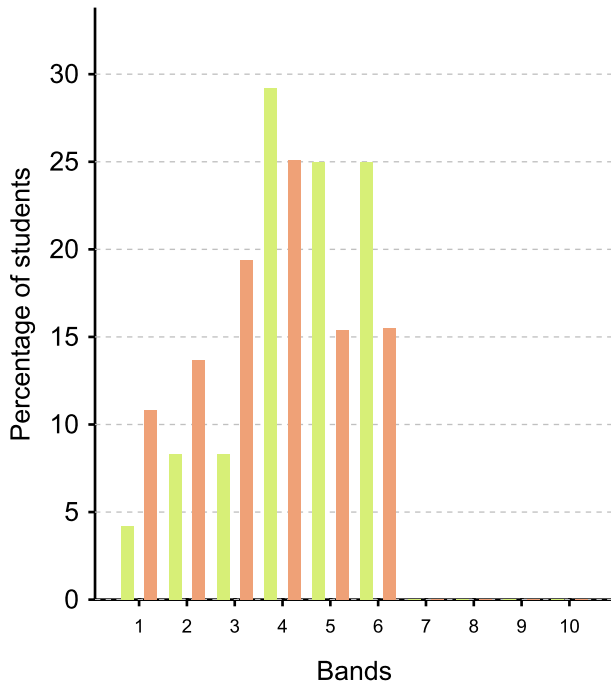
Year 5 NAPLAN Spelling: Average State growth in **SPELLING** is 79.2 score points. PPS students averaged 92.3 score points. This is 13.1 score points above State growth.

Year 5 NAPLAN Grammar & Punctuation: Average State growth in **GRAMMAR & PUNCTUATION** is 68.2 score points. PPS students averaged 77.9 score points. This is 9.2 score points above State growth.

Percentage in bands:
Year 3 Spelling



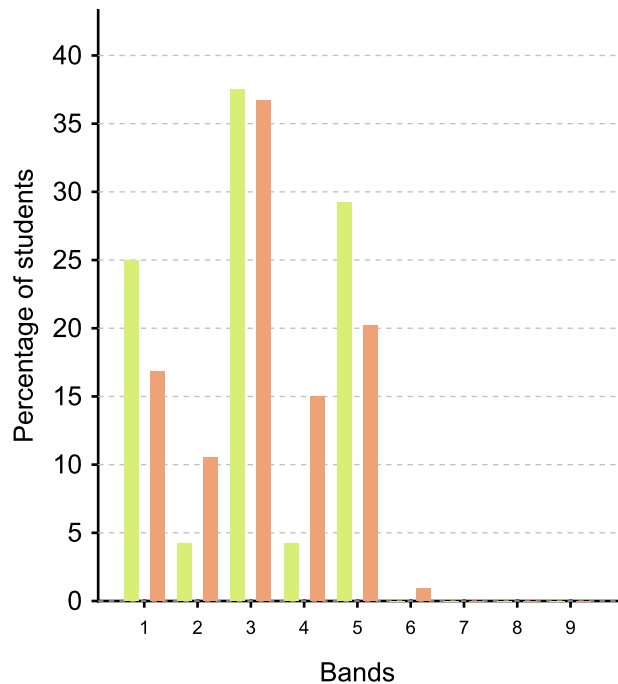
Percentage in bands:
Year 3 Reading



Percentage in Bands (Green bar)
School Average 2016-2018 (Orange bar)

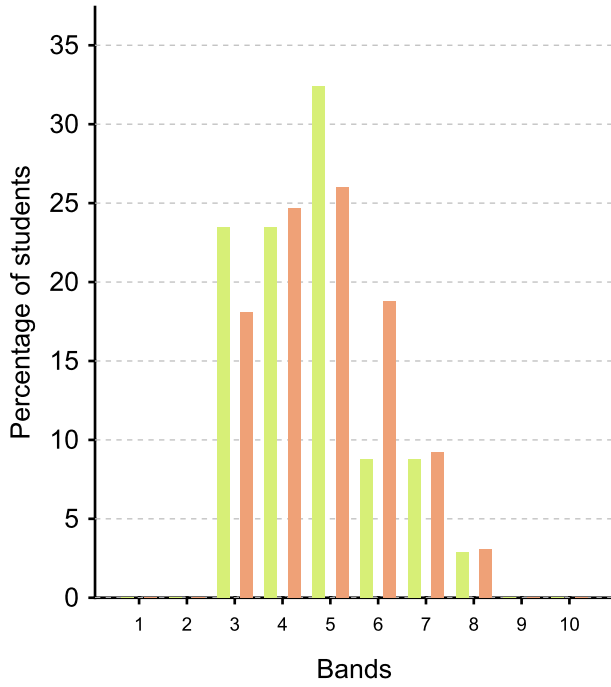
Percentage in Bands (Green bar)
School Average 2016-2018 (Orange bar)

Percentage in bands:
Year 3 Writing

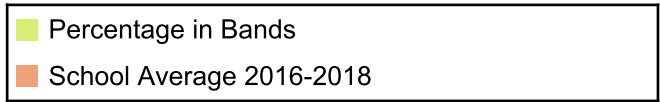
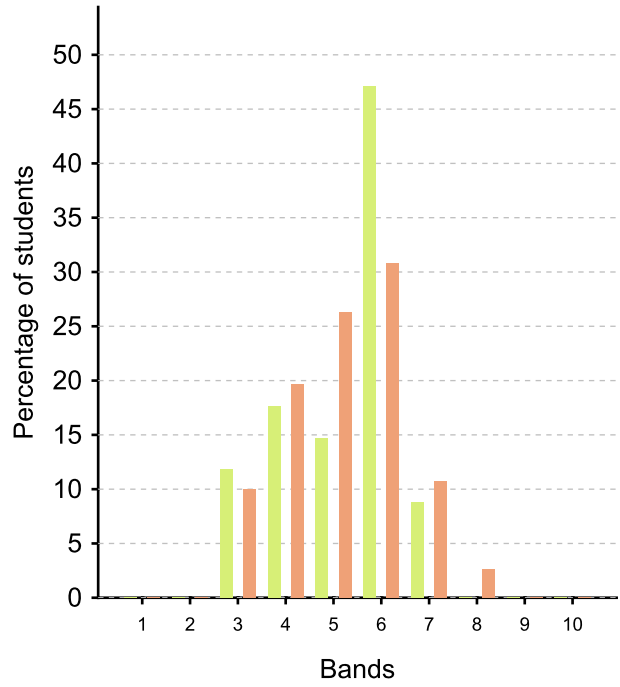


Percentage in Bands (Green bar)
School Average 2016-2018 (Orange bar)

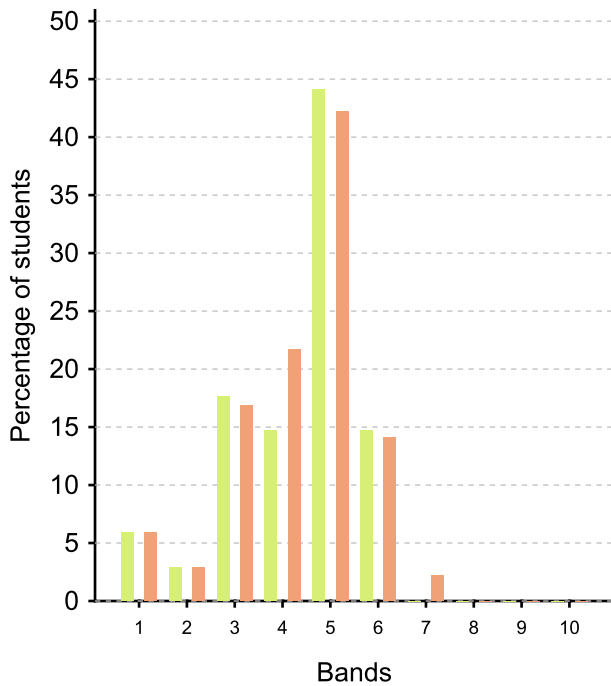
Percentage in bands:
Year 5 Reading



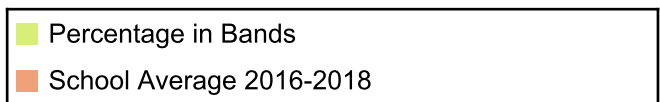
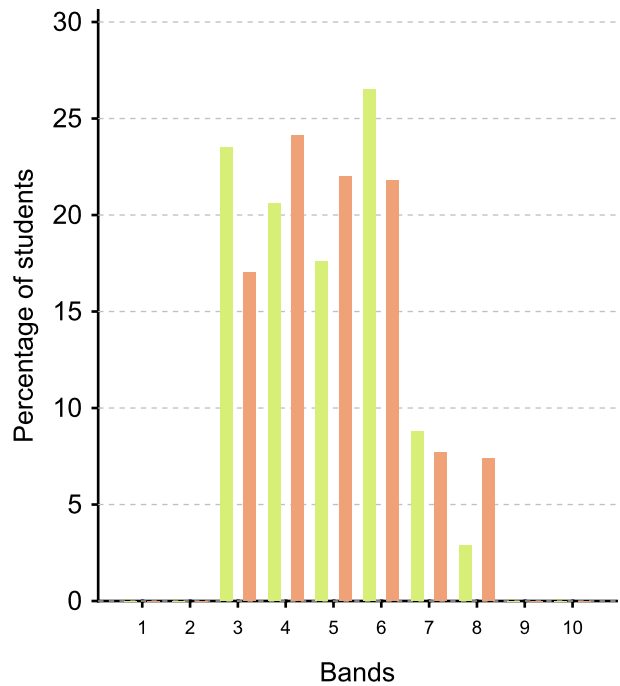
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



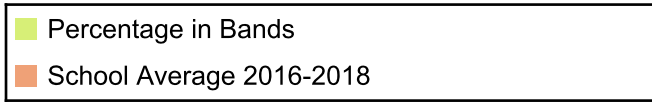
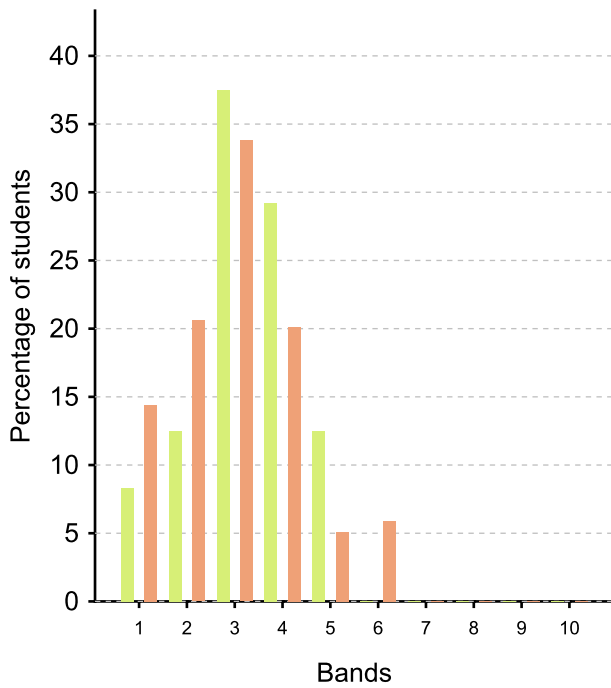
Percentage in bands:
Year 5 Grammar & Punctuation



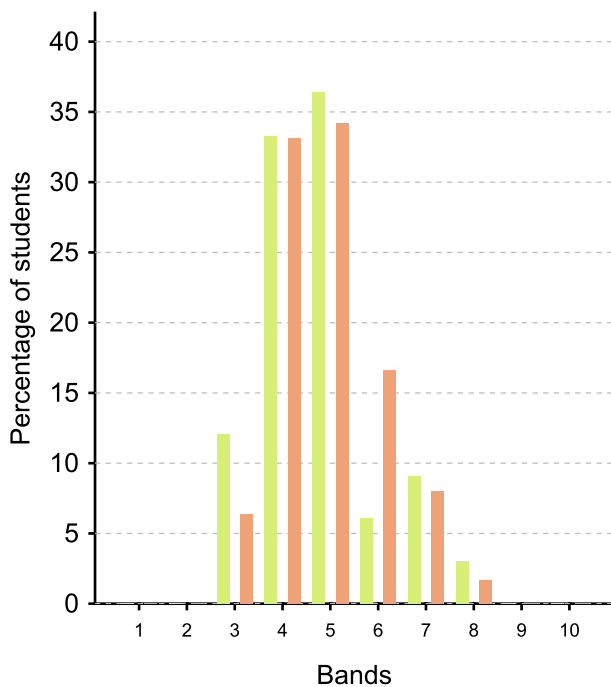
Year 3 NAPLAN Numeracy: 15% of Year 3 achieved proficiency (top two bands). (State 42.9% SSSG 19.2%).

Year 5 NAPLAN Numeracy: Average State growth in Numeracy is 93.1 score points. PPS students averaged 90.4 score points. This is 2.7 score points below State growth.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Aboriginal Education. The State Priorities include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019. Our Aboriginal students are strongly supported by Personalised Learning Plans that articulate Literacy and Numeracy goals where individual performance data is regularly collated and analysed to enhance continuous improvement. In 2018 student performance and growth included:

Year 3 NAPLAN Reading ATSI: 50% of Aboriginal students achieved proficiency.

Year 3 NAPLAN Spelling ATSI: 75% of Aboriginal students achieved proficiency.

Year 3 NAPLAN Numeracy ATSI: 100% of Aboriginal students achieved in the middle two bands.

Year 5 NAPLAN Reading ATSI: Average State growth for Aboriginal students is 82.6 score points. PPS average Aboriginal student growth is 78.1 score points. This is 4.5 score points below State ATSI growth.

Year 5 NAPLAN Writing ATSI: Average State growth for Aboriginal students is 38.3 score points. PPS average Aboriginal student growth is 73.6 score points. This is 35.3 score points **above** State ATSI Growth.

Year 5 NAPLAN Spelling ATSI: Average State growth for Aboriginal students is 79.7 score points. PPS average Aboriginal student growth is 99.6 score points. This is 19.9 score points **above** State ATSI growth.

Year 5 NAPLAN Numeracy ATSI: Average State growth for Aboriginal students is 93.4 score points. PPS average Aboriginal student growth is 123.3 score points. This is 29.2 score points **above** State ATSI growth.

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.

At Plattsburg Public School we are committed to implementing the NSW Premier's Priorities for

Parent/caregiver, student, teacher satisfaction

Teacher Satisfaction

In 2018 staff participated in an evaluations of the Quality Teaching, Successful Students (QTSS). The QTSS initiative provides an additional staffing resource allocation to improve the quality of teaching in primary classrooms.

Background

In 2018 two areas of QTSS focus were identified. One was in the area of Vocabulary (K–2), and the other was in STEM (K–6).

1. Staff identified a deficit in STEM teaching knowledge and skills in the explicit areas of coding and robotics. Also identified was the lack of resources for the instruction of coding and robotics. A differentiated delivery model was developed 3–6 and K–2 and implemented across the 2018 school year. A teacher with existing expertise in STEM was deployed to model and mentor 3–6 teachers. The RFF teacher was tasked with team teaching K–2. As well as supporting teacher professional learning the STEM focus aligned to the School Plan Improvement Measure of developing in student's future focussed practices such as problem solving and collaborative learning.
2. A 2017 analysis of K–2 Writing concluded that students lacked an effective vocabulary repertoire. A team teaching model K–2 was timetabled across 2018 where an Assistant Principal designed and co-delivered lessons.

What we did – Strategies

- Team Teaching strategies (timetabled)
- Mentoring/coaching (timetabled)
- Development of ICT Scope and Sequence
- PL delivered to staff on the ICT S&S with an explicit focus on coding
- Collaborative development of evidence-based programs in robotics and accompanying lessons
- Utilised physical and virtual learning spaces
- Involvement in MINIME Mars Rover Project

Findings

Survey data:

- 88% of staff identified the QTSS model as a priority for 2019 planning
- 100% of staff Stage 2 and 3 identified colleague mentoring as satisfactory (STEM)
- 100% of staff K–2 identified team teaching (vocabulary) as highly effective

Teacher Focus Group Discussion

- Peer coaching in the area of STEM technologies was highly valued and identified as a preferred professional learning practice for 2019
- Team Teaching K–2 in the area of STEM was not as successful as 3–6 with timetabling being a possible blocker

Changes in systems and practices

- Models of quality coaching, mentoring and reflection practices.
- Culture of collegial planning and responsibility for professional learning.
- Capacity building of staff.
- Models of quality teaching practice for STEM (K–6) which are consistent and explicit.
- Models of quality assessment for STEM (K–6) practice which are consistent and explicit.
- An identifiably consistent and sequential approach to the teaching of STEM K–2.

Conclusion

The 2018 QTSS approach has achieved what it intended to achieve – building a positive culture of professional reciprocity and the development of regular reflection on practice. Teacher competency in STEM instruction, whilst evident, has also identified that, for coding and robotics, ongoing professional learning will be needed into 2019. The overall positivity of staff to collegial and shared practices of professional learning suggests that this model of professional collaboration be further developed and that the application of emerging technologies to the learning environment be a primary focus.

Future Directions

- Enhance reciprocity models with regular reflection and feedback opportunities
- Maintain a pattern of team teaching that is responsive to data.

Student Satisfaction

Background

Across the 2018 school year every student enjoyed weekly instruction in STEM (Science, Technology, Engineering and Math). STEM is a curriculum based on the idea of educating students in four specific disciplines – science, technology, engineering and mathematics – in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world. Key areas our students were engaged with included:

- Robotics (Scratch, Sphero)
- Construction (Bridge building)
- Forces and actions
- Digital Literacy
- Problem solving in teams

What we did – strategies

Survey techniques were used to support a candid evaluation of student satisfaction with their STEM teaching/learning experiences. Because of curriculum variance K–2 and 3–6, differentiated surveys were designed to investigate and measure student competency and satisfaction with their STEM experiences.

Survey data K–2 (91% sample size) indicated:

- When presented with a problem involving forces and actions – students had to identify which of

two cars would accelerate the fastest with a hair dryer as the propellant, 41% of student correctly identified the car with cardboard atop the roof.

- Of the students that correctly identified the car most likely to win, 43% were able to identify that the cardboard would act like a 'sail' or catch the wind to move the car. Sample student responses below show clear logic and use of scientific metalanguage:

Because the wind from the hairdryer will hit the cardboard creating movement which will create less drag.

Because the yellow car has cardboard taped to the ceiling which pushes the yellow car like a sail boat.

I picked the yellow car because it has the cardboard on it and card board makes it glide better.

Because the yellow one has more weight with the cardboard.

The non-cardboard because the cardboard one will be too heavy

- 82% of students indicated high levels of satisfaction with STEM with 12% indicating satisfaction
- K–2 student identified robotics as the major area of high interest

Survey data 3–6 (87.5% sample size) indicated:

- 94% of students enjoyed coding
- 89% of students enjoyed lessons with Sphero
- 83.1% of students wanted more lessons in coding and robotics
- When asked to logically think through a series of code to determine which would meet the desired outcome 58% of students successfully identified the correct code.
- Focus group discussion with Stage 3 students indicated the following:
 - High levels of satisfaction with STEM
 - Saw STEM as relevant and interesting
 - Wanted better quality resources for construction (e.g. paddle pop sticks that don't break)
 - Enjoyed team work

Findings

Further evidence of student success includes a team of students winning a STEM challenge against 18 other local schools evidences the success of the 2018 STEM program for students. Using their programming skills on the Mars Rovers that they had previously not used they guided it through a specified course both forwards and backwards by using their knowledge of angles and length; as well as getting it to use its sensors to record the temperature. Students also had to continually use debugging to correct their program as they went. Clearly students are using the language taught in their STEM lessons to present in front of their peers. Skills development includes the following: problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication, digital literacy. Student survey and focus group discussions indicate high levels of satisfaction with the content and teaching strategies of STEM.

Future Directions

- Maintain STEM programming
- Invest in quality resources

Parent/Carer Satisfaction

Background

Each year the school seeks out the opinions of parent and carers to understand those things that that value and to identify things that are perceived as needing improvement. Within this process we also look for ideas and suggestions for change.

In 2018 parents and caregivers were surveyed and/or participated in a Focus Group Discussions. Three questions were used to gather information. They are:

1. What 3 things would you like to see stay in the school?
2. What 3 things would you like to see change over the next 3 years?
3. What 3 things would you like to see change immediately?

Findings

Survey data was overwhelmingly positive about the operation of the school and, in particular, the sense of community. Survey data (23% of families) showed that:

- 23% of respondents valued Breakfast Club and wanted to see it retained
- 56% of respondents valued teachers citing friendliness and knowledge of students
- 39% of respondents indicated that communication was positive
- 26% of respondents cited the community and the spirit of the school as positive
- 23% of respondents indicated they wanted the sense of community to be maintained.
- No consistent area for change was identified through the survey

Focus group discussion (4% of families) indicated that:

Students did not talk about STEM activities; although parents were aware of the subject

100% of participants indicated they did not understand the Writing Analysis Tool and suggested it would be more useful if presented NAPALN style

100% of K–2 parents identified the K–2 term reports as highly valuable

100% of 3–6 parents indicated they felt there was a long time between reporting periods and would like a version of the K–2 term report model

100% of participants indicated they valued the variety of lunch time activities that catered to a wide range of students and their needs

EAL/D focus group discussion indicated:

- High levels of satisfaction with the Learning and Support Team approach (Bilingual SLSO, EAL/D AP and LST coordinator)

Conclusion

Feedback from parents and carers identified community spirit as a strong and positive characteristic of Plattsburg Public School. Survey responses qualified this with a myriad of examples that included things like the school logo, activities in the library, cultural dance group, volunteers, open spaces and friendly staff. The recognition and appreciation for staff and the many, many activities they coordinate for students was affirming. Placing students and their well-being at the centre of our day to day operations is valued by parents and carers.

Future Directions

- Maintain activity options for student
- Review the Writing Analysis Tool and redesign it NAPLAN style
- Ensure Breakfast Club continues
- Deliver a 3–6 term report



Policy requirements

Aboriginal education

Plattsburg Public School staff and students are strongly supported to properly and respectfully implement Aboriginal perspectives and content through a collegial and reciprocal relationship with the Mulloobinba AECG. Working in close partnership with Mulloobinba the school has developed and sustained significant cultural programs and experiences for both Aboriginal and non-Aboriginal students. We have engaged in significant professional learning across consecutive years to develop cultural competencies and to gain a deeper knowledge of Aboriginal perspectives as they apply across the curriculum. Aboriginal perspective in the History/Geography Scope and Sequence continue to be refined and new resources sought to enhance student knowledge and understanding.

What we did – Strategies

- Engaged an Aboriginal SLSO to support the review and implementation of Aboriginal perspective in the History/Geography curriculums K–6.
- Engaged two Aboriginal SLSOs to teach didgeridoo to male students 3–6.
- Supported local community organisations to celebrate NAIDCO through the inclusion of the Plattsburg Cultural Dance Troupe.
- Aboriginal Staff member regularly attended Local, Regional and State AECG meetings.
- Year 6 Aboriginal students attended Year 7 Aboriginal student transition program at Callaghan College Wallsend Campus.
- Successfully delivered whole school NAIDOC event in partnership with Aboriginal students, parents and community members.
- Harmony Day –Aboriginal parents and students delivered Cultural Workshops K–6.
- Cultural dance group performing for the Kinder Orientation night and Everyone Belongs Day.

Findings

NAPLAN:

- Year 5 NAPLAN Writing: 71% of students met or exceeded expected growth. This exceeds State achievement for ATSI students by 32.2%.
- Year 5 NAPLAN Numeracy: 57.1% of students met or exceeded expected growth. This exceeds State achievement for ATSI students by 15.6%.
- Year 3 NAPLAN Reading: 50% of students achieved proficiency.
- Year 3 NAPLAN Spelling: 75% of students achieved proficiency.

Tell Them From Me (TTFM) Data 2018:

- TTFM data for Aboriginal students indicates that 25% of students agree and 75% of students strongly agree that they feel good about their culture.
- TTFM data for Aboriginal students indicates that the majority of students (85%) agree or strongly agree that teachers understand culture.

Parental feedback at PLP meetings (Nov.2018)

indicated:

- High levels of satisfaction with the cultural education and opportunities offered at Plattsburg. Approval of the inclusive ways in which Aboriginal education is offered at Plattsburg.
- A strong desire to have culture shared with all students.
- Pride in the Aboriginal Cultural Dance Group and the quality of their performances.
- The *SistaSpeak* and *BroSpeak* programs be continued.

Conclusion

Aboriginal education is a key focus in the PPS School Plan. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

Future Directions

- Prioritisation of the educational outcomes and wellbeing of Aboriginal students.
- establishment and maintenance of effective, respectful and collaborative relationships with Aboriginal parents/carers and community members.
- creation and promotion of a school environment that respects and values local Aboriginal cultures and protocols.



Multicultural and anti-racism education

Background

Plattsburg Public School provides support for students learning English as an additional language or dialect (EAL/D) so that they can fully participate in schooling and reach their full potential. This includes intensive English language support for newly arrived students and ongoing support for continuing EALD students. Many of our students are from refugee backgrounds, they too need support in learning English as an additional language to access the curriculum. They may also have emotional, welfare and other educational support needs, as a result of their experiences and sometimes disrupted or limited prior schooling. Like all students, refugee students need a safe and welcoming school environment.

What we did – Strategies

- Allocated to an Assistant Principal (EAL/D AP) the responsibility for the management of EAL/D student support, including coordination, professional supervision and policy and planning
- Provided a safe, welcoming school environment and orientation to school
- Provided uniforms and essential school equipment, camps and excursions
- Bilingual learning support 3 days a week
- Learning and Support Teacher (LST) working shoulder to shoulder with EAL/D AP and bilingual SLSOs
- Assisted to teachers to differentiate teaching and learning
- Facilitated additional English language learning and literacy support
- Organised peer support to assist refugee students to participate actively in the school community
- Communication, parental support and courses were made available through links with the Jesmond Neighbourhood Centre
- Attendance of the EAL/D AP to network meetings for our cluster schools ensured the school was up-to-date with the latest developments in Multicultural Education, upskilled staff with curriculum development and informed our families of upcoming events

Findings

This year Plattsburg Public School implemented some new approaches to Multicultural Education. A follow up day to Harmony Day was organised titled, "Everyone Belongs Day" and this highlighted the importance of Plattsburg being a vibrant and multicultural school community. Links were created with Multicultural Community Liaison Officer, Patricia Owen, Newcastle City Local Area Command to provide further significance to the day and the Plattsburg Cultural Dance Group.

Focus group discussion identified the following actions as having high impact for both EALD students and their families:

- The EAL/D AP working closed with the LST and the Bilingual SLSOs

- Collaborative approaches to planning with families
- LST meetings with bilingual support and the team approach to the implementation of School Learning and Support Plans (SLSPs)
- Translation of school notes
- Social skills support in the playground
- In class teacher support with bilingual SLSOs
- Included data filters in Powerview for the identification, assessment, tracking and reporting on EAL/D students, including students requiring targeted support such as refugee and newly arrived students

Future Directions

Ensure that all teachers continue to be able to cater for the needs of EAL/D students through the delivery of differentiated curriculum across all subjects with the support of:

- a bilingual Learning and Support Officer
- team teaching with explicit focus on literacy.