Maitland East Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Maitland East 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.

School contact details

Maitland East Public School
William St
EAST MAITLAND, 2323
www.maitlande-p.schools.nsw.edu.au
maitlande-p.school@det.nsw.edu.au
4933 7524

School background

Enthusiastic and collegial staff who develop quality relationships with students, the community and each other. Outstanding teachers who create well–equipped students ready to embrace the future.

East Maitland Public School has a long history of providing education in East Maitland for 162 years this year, and is held in high regard by the local community.

The school is situated in the Maitland City Council area in the suburb of East Maitland.

East Maitland Public School has an enrolment of approximately 520 students across 24 classes. Three of these classes make up our multi–categorical support classes, catering for 21 students with a range of special education needs.

East Maitland Public School has an enthusiastic staff made up of experienced and early career teachers. A major focus for teachers is collaboration, collegiality, and team work with the ultimate goal for students, teachers and East Maitland Public School being continuous improvement. Teachers work together to foster a quality learning environment that reflects our school values of Respect, Responsibility and Learning.

An increasing diversity of students and families coming from a range of cultural and socio–economic backgrounds, with Aboriginal students accounting for 7% of our enrolment, help shape our proudly diverse school community where equity, inclusion and respect are key. In keeping with these values, we also have a large number of students in our mainstream classes with a range of individual needs, who are supported by an exceptional Learning and Support Team.

Our school facilities include: a connected classroom; computer lab; a well–resourced library with a technology focus; large playground areas with play equipment, cricket nets, and a garden club; a multi–purpose hall; and several covered outdoor learning areas. Our school environment has recently been improved through gardening projects and the inclusion of an Aboriginal bush tucker garden and yarning circle.

Our students have the opportunity to engage in a variety of extra–curricular activities, with specific programs for sport, debating and public speaking, and environmental initiatives. The school band is well–developed and students also enjoy opportunities to be involved in dance groups and ukulele lessons.

Our school community is encouraged to participate in all school activities and contribute to planning and activities through membership of our P&C.
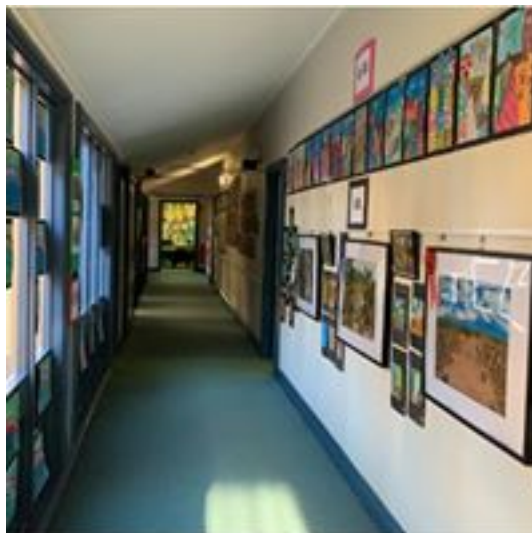
Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Meeting student needs. Growing potential.

Purpose

Building a school committed to nurture, guide, inspire and challenge students to develop their individual potential for future success and wellbeing.

Improvement Measures

Students, parents and teachers indicate that students are inspired, challenged, and having their needs met all or most of the time.
Students indicate that their individual wellbeing needs are being met all or most of the time.
Through school–wide systems, meaningful formative assessment is evident in the composition and delivery of all teaching and learning programs and during classroom observations.

Progress towards achieving improvement measures

Process 1:   Intervention and Support: School–wide processes, support programs, and teacher practice develop and support all students to develop their individual potential.

Evaluation	Funds Expended (Resources)
Increasing student achievement outcomes through intervention and support mechanisms, and a student wellbeing focus, remains a whole school priority. A flow chart of process to access learning and support assistance was finalised and shared with the whole staff. Whole school training for all teaching staff and Student Learning and Support Officers (SLSO's), in strategies to address areas in phonemic awareness was completed with additional learning for SLSO's in the explicit teaching of phonics. Texts were purchased for all grades and MCC to support this internal intervention. Individual Education Plans are coordinated with families for identified students, with progress reviewed and communicated with all stakeholders.	Student Wellbeing and Learning and Support Coordinator – $106 000

Process 2:   Student Wellbeing: Students are supported through a culture of positive and respectful relationships, underpinned by clearly structured, but responsive whole school systems relating to student wellbeing.

Evaluation	Funds Expended (Resources)
Staff continued to undertake professional learning in trauma informed practices – more specifically the 'Berry Street Model' and as a whole school daily 'check ins' were introduced in each class and the practice of mindfulness evident across various classrooms within the school. A whole school focus was directed towards 'Highway Heroes' social and emotional learning program across the school. A cycle of Seasons for Growth was implemented – encompassing ESI and stage 1. PBL procedures have been updated and a review of the planning room process taken place. This space is now referred to as 'Positive Behaviour Support' and incorporates a restorative discussion, community service within the school and regular 'check ins'. Improvements have been made to the effectiveness of the PBL lessons and their continuity of delivery across the school.	Season's resources and hospitality – $6000

Process 3:   Assessment and Feedback: Formative assessment is practiced by all teachers and informs classroom planning at individual and group levels. Teachers know what students can do and target teaching to

Progress towards achieving improvement measures

Process 3: meet identified student needs. Students have clear and transparent learning goals and know how to reach them.

Evaluation	Funds Expended (Resources)
All staff have been provided with adequate time to ensure formative assessment is evident in all teaching and learning programs. A SPRINT project team was formed to facilitate whole school strategies for effective feedback and formative assessment. All staff supported and given resources to effectively implement formative assessment and feedback strategies from K–6, to support students in identified areas of need. The delivery of effective feedback and collection of meaningful data through formative assessment has been established as a school priority.	

Strategic Direction 2

Outstanding teachers. Outstanding school.

Purpose

Highly motivated teachers who take personal responsibility for professional development and who implement best practice will create opportunities for student learning underpinned by high quality teaching.

Improvement Measures

Increasing percentages of students are achieving in the top two bands of NAPLAN in literacy and numeracy.

NAPLAN results demonstrate increasing percentages of students achieving expected growth in literacy and numeracy.

Increased use of evidence–based practice is demonstrated through teaching and learning programs and teacher observations.

Teachers demonstrate increased skill sets and are highly engaged in regular and meaningful collegial professional learning, observations and feedback.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice: Evidence–based best practice that improves literacy and numeracy is evident in all classrooms,supported by whole school strategic planning, professional development strategies, and network–wide collaboration.

Evaluation	Funds Expended (Resources)
Teachers have continued to evolve their programs to reflect evidence based best practice and relevant professional development. All staff have undertaken extensive professional development on a whole school writing initiative, the use of decodable readers and the implementation of feedback SPRINTs to support students in the achievement of identified areas for literacy development. The school's SPRINT team has collaborated with other schools from the district to deliver evidence based professional learning to the whole staff. Both the English and Mathematics curriculum teams have re–evaluated all assessments, rubrics and marking guides to align with the Literacy and Numeracy progressions to better reflect whole–school initiatives and facilitate effective data collection using PLAN2. Staff are participating in regular professional development on effective collection and use of PLAN2 data.	Teacher Professional Learning – $32 000

Process 2: Assessment and Data: Student performance is tracked using DET systems and other internal and external data. Teachers are skilled in purposeful data collection and analysis, and data informs planning at individual, group and whole school levels.

Evaluation	Funds Expended (Resources)
Teachers are collecting and recording data in efficient and effective whole school systems as required by updated assessment matrix (PLAN2 & Sentral Markbook). Staff have been supported through continued professional learning and digital resources to enter specific and meaningful, point in time assessment data in school–wide systems. This mandated assessment data provides all classroom teachers with a 'where to next' for each student. Teachers can articulate how they use data to inform their practice. NAPLAN results were evaluated to identify writing as an area for improvement across the school, which triggered initiatives and focuses such as the SPRINT team, CAFE and Writing initiative.	Teacher iPads – $14 000 Teacher Professional Learning – $10 000

Process 3: Professional Learning and Development: Best practice is supported through active teacher engagement in regular professional learning, and collegial observations and feedback. Professional

Progress towards achieving improvement measures

Process 3: learning is tied to the school plan and student achievement.

Evaluation	Funds Expended (Resources)
All teaching staff actively participate in weekly Teacher Professional Learning sessions, targeting identified areas for improvement in learning outcomes, student well–being and pedagogical improvement. Staff undertook an Action Research Project, specific to their setting, students and interest and presented their findings to all staff. Specific staff were selected to attend externally provided professional learning courses and share their experience, knowledge and resources with the whole staff to further support whole school initiatives (SPRINTS, Writing initiative).	Pedagogy Mentor – $106 000 Beginning teacher funds – $14 000

Progress towards achieving improvement measures

Process 3: learning is tied to the school plan and student achievement.

Evaluation	Funds Expended (Resources)

Strategic Direction 3

Active school community. Successful students.

Purpose

The development of an active school community through a culture of high expectations, and strong, strategic and effective leadership.

Improvement Measures

Capacity building is visibly evident through increased leadership opportunities for parents/carers, students and staff.

Increasing participation by all community members (students, staff, parents/carers, and community partners).

School self–evaluation demonstrates ongoing whole school improvement as measured against the School Excellence Framework, and is reflected in community feedback and student achievement data.

Progress towards achieving improvement measures

Process 1: Educational Leadership: Through distributed instructional leadership, the leadership team maintains a whole school focus on building a culture of continuous improvement.

Evaluation	Funds Expended (Resources)
The school plan articulates strategies to achieve continuous improvement across the school and milestones have been met. The school leadership team has created small groups of staff to facilitate the effective achievement of curriculum and strategic milestones. Distributing leadership roles across the whole school has contributed to a whole school focus on continuous improvement. Aspiring leaders were identified and formal mentoring process implemented. Teachers demonstrate commitment to a whole school culture of continuous improvement and actively participated in small group action research projects.	

Process 2: Community Engagement: School community members (students, staff, parents/carers, and community partners) actively collaborate to support a culture of high expectations through the development of learning partnerships and increasing community participation.

Evaluation	Funds Expended (Resources)
Parent phone survey sought feedback regarding the setting and achievement of whole school priorities based on the school plan and 2019 satisfaction data, including strategies to engage parents in student learning. Community participation data has been collected across all settings and indicates a higher level of participation than in 2018. The school has undertaken a variety of measures to increase our digital reach and presence in the wider community. Our Facebook page is now updated regularly to provide the community with announcements, information and reminders as well as showcasing student's progress and achievements. The school's website and fortnightly newsletter has also been updated to provide the community with more accurate and relevant information regarding teaching and learning programs as well as current events.	Teacher & School Learning Support Officer relief – $3 000

Process 3: Evaluation of Practice: Rigorous school self–evaluation of efficacy, programs and practices is routinely carried out in consultation with community members.

Evaluation	Funds Expended (Resources)
School Excellence Framework evaluation indicates improvement in findings from 2018, with achievement at 'Delivering' in four areas and 'Sustaining and	Teacher relief – $15 000

Progress towards achieving improvement measures

Growing' in ten areas. Community satisfaction in areas surveyed clearly indicates overall student, parent/carer, and teacher satisfaction. Internal student achievement data is positive and indicates overall student growth.

A phone survey was conducted, asking the school's families how they would rate their satisfaction regarding the school's performance in areas such as delivery of teaching and learning programs, support for Indigenous students, the delivery of extra–curricula activities and supporting learning outside of the classroom. Data collected through this survey indicated an overall level of satisfaction across the wider school community. Students completed the 'Tell Them From Me" survey. Data collected from this survey indicated that, overall, students felt nurtured and challenged in a diverse range of areas.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$34 540	The Aboriginal Education Team drive the school's commitment to improving outcomes for Aboriginal students through monitoring and guiding practice, fostering a culturally rich environment, facilitating inclusive and quality teaching and learning programs, and engaging the local community. This year we employed an extra SLSO who supported classes with a particular focus on Wonnarua language and Aboriginal culture. She had strong links with the Aboriginal Community of Maitland and made connections with elders and Indigenous leaders of the Wonnarua Tribe. She also worked with a small groups of Indigenous students to explore and understand Aboriginal culture. In 2019, we hosted a 'Pizza Night Meet and Greet" at the Yarning Circle in the school grounds where student Personalised Learning Pathways (PLPs) – were completed in consultation with staff, students and parents.
English language proficiency	$12 609	Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs were identified. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension. Students gained both skills and confidence from the additional support and continued their learning progression.
Low level adjustment for disability	$83 817	Low level adjustment for disability funds went towards funding a 'Student Wellbeing, and Learning & Support Coordinator' (SWLSC). This position supervised School Learning and Support Officers (SLSOs), coordinated access requests and lead the Learning and Support Team. The SWLSC ran parenting and student wellbeing courses, coordinated transition programs into Kindergarten and out of Year 6 for students with additional needs and coordinated external service providers and outside agencies.
Quality Teaching, Successful Students (QTSS)	$106 929	QTSS funds funded a 'Pedagogy Mentor' position in 2019. The assistant principal who held this position facilitated comprehensive and focussed support and professional development to facilitate the application of best practices for teachers through collaborative professional learning, classroom demonstration and observations, team teaching experiences and mentoring across K–6.
Socio–economic background	$196 723	Above entitlement staff were employed to enhance the delivery of teaching and learning programs and to provide additional

Socio–economic background	$196 723	student/teacher support. Staff include: Classroom Teachers, School Learning and Support Officers, and part of a Student Wellbeing, and Learning & Support Coordinator position. Students identified as requiring additional learning support have been targeted via the learning and support team. Students were assessed by classroom teachers against the Literacy continuum K–6 and Numeracy continuum K–10. Where students were identified as not meeting expected stage appropriate standards, students received targeted support. Depending upon identified need, students received individual or small group instruction in areas of numeracy, expressive and/or receptive language, reading, writing, and comprehension. Individual students have been further supported both in the classroom and playground, and during day and overnight excursions though the provision of Student Learning and Support Officer (SLSO) assistance tailored to specific identified needs. Targeted support facilitated all students being able to fully participate in all school activities.
Support for beginning teachers	$46 659	Three beginning teachers were provided with additional relief from class. Relief was provided to reduce the teaching load of the beginning teacher as well as relief for a teacher mentor. Practice–based mentoring facilitated and modelled collaborative practice, provided advice and feedback for the beginning teacher to develop their skills, and enhanced beginning teacher wellbeing. The teacher also undertook observations and participated in created collaborative work opportunities as well as attended external professional development opportunities to further enrich their learning and development experiences.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	333	312	313	305
Girls	273	262	242	230

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.5	94.5	92.8	94.8
1	94.3	92.9	93.2	93
2	94	95	93	93
3	93.4	93.5	94	92.4
4	93.2	93	92.6	92.7
5	93.4	94.2	92.5	92.1
6	91.5	92.5	91.7	90.6
All Years	93.3	93.6	92.8	92.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.04
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	525,316
Revenue	5,917,431
Appropriation	5,683,931
Sale of Goods and Services	13,924
Grants and contributions	214,334
Investment income	5,042
Other revenue	200
Expenses	-5,862,613
Employee related	-5,207,465
Operating expenses	-655,149
Surplus / deficit for the year	54,817

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	800,326
Equity Total	503,774
Equity - Aboriginal	34,540
Equity - Socio-economic	196,723
Equity - Language	12,609
Equity - Disability	259,902
Base Total	3,644,729
Base - Per Capita	134,058
Base - Location	0
Base - Other	3,510,671
Other Total	577,285
Grand Total	5,526,113

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Using paper and telephone surveys, opinions about the school were sought from parents, students (Yrs 4 –6) and teachers in Term 4. The results of all surveys were very positive, which is extremely affirming.

All groups were asked to rate their level of agreement on the importance of 12 major school focus areas/programs/initiatives. In all cases, a level of agreement was indicated, most often far exceeding any level of neutrality or disagreement.

When asked what they valued most about East Maitland Public School (EMPS), each group's attitudes can best be summarised by their top five responses.

Parents/caregivers value our friendly staff and proactive teachers who they indicated have a 'real love for teaching'. They feel EMPS is an 'inclusive' school which has a great sense of community spirit. They appreciate the open communication that takes place, and that we provide an environment whereby their children want to come to school.

Students value their friends, their teachers, sport, and learning.

Teachers value our students, our supportive staff and opportunities for collaboration, the sense of community which exists, that students are clearly cared for, and the inclusivity of our environment.

The level of agreement on the importance of major school focus areas/programs/initiatives and the variety of responses about what parents/caregivers, students and teachers value about EMPS indicate an overall high level of satisfaction. Parent/caregiver, student and teacher responses to what they value reflect the values and vision of East Maitland Public School.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.