Merimbula Public School

2019 Annual Report

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Introduction

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

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Message from the principal

2019 was a wonderful year at Merimbula Public School. Our school continued to provide innovative opportunities and quality teaching and learning experiences for students. Our staff, students, parents, carers, Parents and Citizens Association and school community continued to use collaborative decision making processes, working together to offer a wide range of academic and extra–curricular opportunities, and a range of additional resources, to help educate and empower our students to develop: resilience, wellbeing, creativity, literacy and numeracy skills, leadership and learning abilities.

Our staff, parents and community volunteers continued to offer a range of sporting, cultural and performing arts opportunities for our students. Highlights of our 2019 programs included: all students learning Japanese, every student in the school performed in a school musical "Rock Bottom" by Craig Dawes – with over 40 students having speaking and solo singing parts. Our Recorder Ensemble also took part in the Festival of Instrumental Music at the Sydney Opera House once again. In 2019, we had a significant number of students selected to represent the school at a regional level or higher in a range of sporting ventures as well. Our school also funded every child to attend the Eden Area Gymnastics stadium to take part in a curriculum–based gymnastics program. Further to this, we received a number of Sporting Schools Grants. This saw all students take part in AFL skills training in Term 1 and K–2 students and Support Class students participated in a tennis program in Term 2. All three programs were delivered by qualified professionals.

An Active After Schools Sports program was also held in Term 3, with over 45 students participating in weekly ball skill and fitness development sessions. Another new extra–curricular program offered included Chinese (Mandarin) Lessons. Students from Kindergarten to Year 6 took part in Chinese lessons via Skype, with a teacher in China twice per week.

Students performed in a range of school–based art, music and dance events throughout 2019, sharing what they learnt from attending a range of free music and instrumental tutorial groups offered at our school. Our school vocal group and drumming group also performed at a number of events.

Our school continued to provide a range of exemplary learning and support programs in 2019. We also continued to teach all Year 3 to 6 classes in a collaborative classroom environment, with teachers team–teaching using enhanced 21st Century learning practices and technology opportunities. All Year 3 students were taught in an open–classroom environment, through inquiry–based and collaborative learning with two teachers. So too were Year 4 students, Year 5 students and Year 6 students. Continual shared programming, planning, assessment and increased teacher feedback and support saw high growth in student academic performance. Kindergarten, Year 1 and Year 2 grades also adopted a collaborative teaching model for their Mathematics groups on a Friday. This further enhanced their collaborative programming.

In 2019 our school once again partnered with the Aurora College to be able to offer online learning extension in Science Technology Engineering and Mathematics (STEM) through a new state–wide rural opportunity class program. Three of our Year 6 students and four Year 5 students took part, receiving STEM lessons via the virtual college. This amazing partnership and opportunity class pilot program has been deemed a success. It will be offered at our school from 2021.

Our school and Student Representative Council (SRC) supported a range of fundraising initiatives in 2019. As well as

acting locally, our SRC supported some global fundraising as part of our Asian Connections programs, hosting fundraisers to support our sister school in Pong Ro, Cambodia. Our SRC raised funds to purchase 1.5 tonnes of rice for the impoverished community. They also raised funds to install a water pump and toilets at the newly build village school, built by community volunteers.

Throughout 2019, our Parent and Citizen Association (P&C) continued to offer invaluable support to the students, staff and school. The P&C supported the school by providing Merit Selection Panel Members when positions were advertised. They supported transition initiatives, special day coordination, fundraising events and working with the wider community to gain resources and support for our Breakfast Club Program. Further to this, the P&C purchased new playground surfaces K–6, to allow a range of games, number charts and play patterns. They also paid for oval and landscaping upgrades. Notable events organised by the 2019 P&C included a community movie night in the Xmas holiday period, as well as a trivia night.

Having a fun and successful year cannot happen without the dedication, enthusiasm and additional time volunteered by staff, students, parents, caregivers, the SRC, P&C and our community. We are very fortunate to live in such a caring and supportive community where everyone collaborates to ensure that our school continues to be the best that it can be. Thank you to everyone who has supported our school in 2019.

Michelle Hulme

Principal

Message from the school community

Merimbula Public School P&C President's Report 2019
As the year comes to a close, we can look back on a number of successes.

- The P&C will again fund injury insurance for all our students in 2020.
- Our first Father's Day Breakfast was an outstanding success and in 2020 we look forward to planning something special for mums as well.
- Our Fundraising Co–ordinator, Karyn Denaro, was selected as our region's nominee for the 2019 State P&C Volunteer of the Year.
- We had a sausage sizzle and cake stall at both the 2019 State and Federal Elections.
- There were also the cake stalls both nights for the school's production of "Rock Bottom".
- Our Mother's Day and Father's Day stalls were a great success.
- Our Annual Shopping Night in November was a winner for those who could be there.
- We finished the year with our first Merimbula Moonlight Movie & Family Fun Night with the sky starting to show signs of what was to come. Part of the success was due to a number of local businesses taking an option to be our advertisers with Club Sapphire being the biggest supporter.

Ross Mannell

P&C President

Message from the students

Merimbula Public School SRC

In 2019 our school's Student Representative Council (SRC) practised leadership and promoting positive behaviour. Class meetings were hosted by the SRC, where students had the chance to share their ideas for improving our school community.

Having a Student Representative Council helps fundraise money for charities and other local causes that we value in our community. Throughout 2019, Merimbula Public School raised money for our sister school from a small village in Cambodia. We approached local businesses and our school community to purchase a bag of rice for families in the village as well as, fundraised for basic supplies for the school such as pencils and books. We also paid to have a water pump, electricity and two toilets installed at the school.

In 2019, our local area suffered a large drought, like much of Australia did. Therefore, we decided to use our end of term Disco celebrations to raise money for farmers in drought. We also represented our school in the International Lions Club Convention in Merimbula and participated in our town fundraiser 'Pink Day' raising awareness for breast cancer. We are proud to be members of the school SRC because we have plenty of fun while helping people and making a change.

Archie Smith (2019 School Leader) and Macy Rickards (2020 School Leader)

School background

School vision statement

At Merimbula Public School, children and young people are at the centre of all of our decision making. Our staff work collaboratively with each other, other schools and networks, students, parents, caregivers, agencies and the wider school community to ensure students get the best start in life. We educate and empower our children to be committed learners who develop resilience, creativity, literacy and numeracy skills, leadership and learning ability for life.

Merimbula Public School aims ***to provide an environment where achieving one's best is inevitable***. We do this by ensuring:

- All students have a successful transition to school and a strong start to their education;
- Every student is known, valued and cared for;
- Our school and every student, teacher and leader improves each year;
- Every student is engaged and challenged in their learning;
- All students have strong literacy and numeracy foundations; deep content knowledge; confidence in their ability to learn and that they can adapt and be resilient, respectful and responsible citizens prepared for secondary education and life;
- Our school is a great place to work and learn, as it is fun, supportive, has high expectations and is future focused.

Our school values are: ***Responsibility*** – Be responsible for all our actions; ***Respect*** – Respect ourselves, others and the environment; and ***Resilience*** – Be resilient by bouncing back. We also support the Department by placing an emphasis on its values (excellence, equity, accountability, trust, integrity and service).

School context

Merimbula Public School is situated in the heart of Merimbula, the coastal tourism capital of the Sapphire Coast on the Far South Coast of NSW. The school's enrolment is 368 students. Enrolments include mainstream students, gifted and talented students, Aboriginal students (5%), students who are from non–English speaking backgrounds (9%) as well as students with learning disabilities and/or learning adjustments (26%), some of whom access additional support whilst working within one of our school's three support classes.

The school has embraced innovative technology, has first class facilities and award winning staff and programs. Staff have been recognised for their outstanding efforts in embracing public education and the school itself has been recognised for *Excellence In Teaching and Learning* through awards processes as well as by being selected to be a case study in professional learning programs and publications for other schools.

Merimbula Public School continues to be committed to *excellence, opportunity and success* (the school motto). The school provides a caring, friendly environment in which students experience a variety of academic and extra–curricular activities designed to cater for their individual needs. Our students reach the highest level in a range of sporting, performing arts and academic ventures. We also offer a virtual opportunity class to our Year 5 and 6 students for Science, Technology, Engineering and Mathematics (STEM) lessons in partnership with Aurora College.

The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Merimbula Public School is a proud member of the Sapphire Coast Learning Community (SCLC) and Far South Coast Network.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Learning

Purpose

To engage students in rich learning experiences, enabling them to develop vital skills to excel, succeed and learn now and into the future.

Improvement Measures

By 2020 an increased proportion of students will report a sense of belonging, engagement, expectations for success and advocacy at school (compared with 2018 formative assessment data).
In 2018, 2019 and 2020 100% of staff implement Positive Behaviour for Learning (PBL), Kids Matter and quality differentiation practices within their classroom and other school settings as evidenced in teaching and learning programs and school evaluation data.
By 2020 school learning culture, staff and student wellbeing will be enhanced and improved as evidenced by external and internal evaluations.
At least 80% of students will be demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Overall summary of progress

- Through involvement in Kids Matter, PBL, a wide range of extra–curricular activities and well–being opportunities, students communicate and demonstrate that they feel a strong sense of belonging, engagement and understand expectations for success. Implementation of the new Personal Development, Health and Physical Education Syllabus has supported this. This area will be formally evaluated in 2020, to compare progress with 2018 formative assessment data.
- All staff are implementing PBL and Kids Matter, as well as quality differentiation practices. This has been enhanced by staff teaching in collaborative classrooms, whilst also planning and developing new conceptual units in teams. Staff take part in Stage Planning days, to develop integrated units as well as quality Science, Technology, Engineering and Mathematics (STEM) tasks as well as, Literacy and Numeracy units of work. PBL and Kids Matter have now developed into the new BeYou Framework. Staff have begun completing professional learning tasks in this regard.
- Student well–being has been enhanced greatly. This can be seen when looking at reduced suspension data. In 2017 there were 65 suspension. In 2018 there were 35 suspensions. In 2019 only 6 students were suspended. Please note that suspension data included in last year's Annual School Report was incorrect as only current student data was included, not data regarding students who had left the school.
- Student well–being is also being enhanced through additional access to well–being framework tasks, mindfulness activities, check–in and check–out procedures, Berry Street training implementation and an increase in well–being activities during and after school such as the Active After School programs.
- Internal assessment data has shown that at least 80% of students are demonstrating expected growth in regards to learning progressions, PAT test data and syllabus outcomes. Students in support classes, and those with Individual Education Plans, have also been successful in attaining personal and differentiated goals.

Progress towards achieving improvement measures

Process 1: **The school will engage students in rich learning experiences, enabling them to develop vital skills to excel, succeed and learn now and into the future by:**
• Facilitating and supporting a positive learning culture;

Evaluation	Funds Expended (Resources)
Students reported as part of the collaborative classroom evaluation that they feel a sense of success and belonging when working with their peers, and when receiving additional support from staff. Improvement measures will be evaluated at the end of 2020, so that an evaluation can be compared with base line data collected as part of the 2018 Tell The From Me Survey.	• $35131 – Beginning Teacher Support allowed mentoring and new staff to engage with quality teaching and learning, collaborative planning and differentiation of tasks.

Progress towards achieving improvement measures	
Students reported as part of the collaborative classroom evaluation that they feel a sense of success and belonging when working with their peers, and when receiving additional support from staff. Improvement measures will be evaluated at the end of 2020, so that an evaluation can be compared with base line data collected as part of the 2018 Tell The From Me Survey.	• $7704 – Students were supported to engage in literacy, numeracy and extra–curricular programs, as well as school life, through receiving student assistance and financial support. • $9360 – SLSO Support for the MiniLit/MultiLit reading program for Aboriginal students. • $500 – Imersion Day participation for Aboriginal students. • $520 – Troy Allen Harmony Day performance for all students. • $3370 – Christine Anu performance for all students. • $800 – Sound and lighting for NAIDOC Week Christine Anu performance. • $1530 – Stage 3 Jigamy Farm Excursion. • $2000 – Additional student assistance for Aboriginal students. • $14,083 – School Learning Support Officer assistance for students experiencing challenges in reading. • $3000 – Awards and trophy purchases (Per Capita funding). • $7300 – Laptop purchases (Operational funds). • $1650 – iPad updating software/system (Operational funds). • $4500 – Laptop charging stations (Operational funds). • $13678.40 – Funds towards Chromebook and laptop purchases for students in classrooms (roll over funds). • $17954 – Laptop and notebook purchases (roll over funds saved for this purpose). • $6840 – Digital technologies PL for staff (Professional Learning funds). **Funding Sources:** • Aboriginal background loading ($18080.00) • Support for beginning teachers ($35131.00) • English language proficiency ($14083.00)

Process 2: • Providing an engaging curriculum, varied quality assessment practices and through analysing and reporting student performance measures for improvement; and

Evaluation	Funds Expended (Resources)
An audit and evaluation of novels, guided and home readers have taken place, with the school updating resources where necessary. Allocation of novels K–6 for class texts and group reading has taken place. Additional support in literacy (particularly reading) and numeracy professional learning has been identified by staff, in order to further enhance quality teaching and improve student learning outcomes.	• $7704 – Student assistance (excursions, uniforms, food). • $3000 – Festival Of Instrumental Music teacher casual release, travel and accommodation (both Sydney event and local combined school rehearsals). • $12,115 – Casual replacements for teaching staff and SLSOs attending extra–curricular events off site (ie:

Progress towards achieving improvement measures

An audit and evaluation of novels, guided and home readers have taken place, with the school updating resources where necessary. Allocation of novels K–6 for class texts and group reading has taken place.

Additional support in literacy (particularly reading) and numeracy professional learning has been identified by staff, in order to further enhance quality teaching and improve student learning outcomes.

sporting team knockouts).
• $5707 – School Musical and Music Program (instrument repairs and replacements, musical sets, teacher release for full–day musical rehearsals).
• $2171 – Whole school participation in World Of Maths visiting numeracy and problem–solving show.
• $1714 – Whole school participation in Life Education personal development program.
• $715 – Funding for all K–2 students to attend the Circus of Life wellbeing performance.
• $7800 – SLSO employment for Year 1 support.
• $2000 – SLSO employment for Kindy support.
• $5299.60 – Teacher employment to support transition during the year when class teachers changed (team–teaching handover support).
• $2040 – Stage 2 Camp subsidy for additional teacher attendance.
• $200 – School Expo funding.
• $1530 – Year 6 Camp subsidy for additional teacher attendance.
• $1650 – Bus subsidy for Year 6 Camp.
• $2080 – Ski Camp subsidy for additional teacher attendance.
• $1000 – Bus subsidy for Ski Camp.
• $900 – Playground items/toys (ie: for sandpit, chess pieces).
• $400 – School funded author visit in library (guest speaker).
• $13678.40 – Funds towards Chromebook and laptop purchases for students in classrooms (roll over funds).
• $17954 – Laptop and notebook purchases (roll over funds saved for this purpose).
• $4000 – A class set of keyboards were purchased for the Stage 3 music program.
• $10799 – Literacy and numeracy programs, online subscriptions and resources were purchased (Per capita funding).
• $5539 – Funding for Japanese program resources as well as teacher release and travel/registration at the Japanese teacher's conference (Professional learning and operational funding).
• $2600 – Student registration and participation in Chinese (Mandarin) lessons.

Funding Sources:
• Socio–economic background ($71704.00)
• English language proficiency ($14083.00)

Progress towards achieving improvement measures

Process 3: • Ensuring every student is known, valued and cared for so that student wellbeing is enhanced and students are engaged in school life and their learning.

Evaluation	Funds Expended (Resources)
Transition and learning support programs at Merimbula Public School continue to offer quality support for students in wellbeing, literacy and numeracy.	• $3000 – Replacement casual teachers to release Kindergarten staff so that they could attend the Kindergarten Orientation Sessions. • $20,000 – SLSO support in Kindergarten Classrooms. • $1190 – Funding for Life Skills Program and cooking resources (Specialist support provision funds). • $21,000 – Sensory Garden installation (roll over funds to enhance Support Unit). **Funding Sources:** • Low level adjustment for disability ($23000.00)

Next Steps

- All staff completing yoga and mindfulness training as part of the Term 1 Staff Development Day.
- Additional funding of quality literacy and numeracy resources, including purchasing InitiaLit, MaqLit , MultiLit and MiniLit kits where required.
- Purchasing additional reading resources and quality texts for all grades/levels.
- Continuing to fund literacy and numeracy program resources/texts and online registrations for all students.
- Further subsidise school activities such as excursions and special events.
- Further support student welfare and outcome achievement through the employment of additional support staff.
- Quality professional learning in literacy and numeracy accessed by all staff in 2020.
- All teaching staff complete Additive Strategies professional learning in 2020, as well as Multiplicative Strategies PL if available.
- All staff complete InitiaLit, MaqLit and MultiLit PL (based on their grade/teaching level responsibilities and student needs).

Strategic Direction 2

Teaching

Purpose

To ensure teachers take personal responsibility for improving their teaching practice, professionalism and commitment to improve student learning.

Improvement Measures

By the end of 2020, 50% of Year 3 students and 40% of Year 5 students (2018–2020 average) will be proficient in reading as identified in NAPLAN (41% and 33% averages for Year 3 and Year 5 students respectively between 2015–2017).
By the end of 2020, 40% of Year 3 students and 35% of Year 5 students (2018–2020 average) will be proficient in numeracy as identified in NAPLAN (27% and 22% averages for Year 3 and Year 5 students respectively between 2015–2017).
By the end of 2020, 40% of Year 3 students and 30% of Year 5 students (2018–2020 average) will be proficient in writing as identified in NAPLAN (36% and 18% averages for Year 3 and Year 5 students respectively between 2015–2017).
By the end of 2020, 45% of Year 3 students and 40% of Year 5 students (2018–2020 average) will be proficient in spelling and grammar and punctuation as identified in NAPLAN (41% and 33% averages for Year 3 and Year 5 students in spelling and 45% Year 3 and 26% Year 5 in grammar and punctuation respectively between 2015–2017).

Progress towards achieving improvement measures

Process 1: **The school will ensure teachers take personal responsibility for improving their teaching practice, professionalism and commitment to improve student learning by:**
• Ensuring effective classroom practice;

Evaluation	Funds Expended (Resources)
Staff evaluations have indicated that additional support for beginning teachers, mentoring time, peer observations and collaborative planning have assisted staff in becoming more knowledgable, effective practitioners in the classroom, further enhancing classroom practice. All teachers have achieved their professional development plan goals, or have modified goals to continue to develop them into 2020. Every non–teaching member of the workforce completed a professional learning and development plan also, further supporting them in enhancing their knowledge, skills and understandings to support improved classroom practice.	• $8320 – 2020 Years 3 to 6 teachers and support teachers participation in MaqLit reading program PL (Operational funds). • $9360 – SLSO Support for the MiniLit/MultiLit reading program. • $520 – Troy Allen Harmony Day performance. • $3370 – Christine Anu performance. • $1530 – Stage 3 Jigamy Farm Excursion. • $2000 – Additional student assistance for Aboriginal students. • $14,083 – School Learning Support Officer assistance. • $150,000 – Learning Assistance and Support Teacher Employment. • $20,000 – SLSO support in Kindergarten Classrooms. • $31,661 – Additional SLSO support for targeted students in reading. • $79,863 – Additional teacher employment. • $12,115 – Casual replacements for teaching staff and SLSOs attending extra–curricular events off site (ie: sporting team knockouts). • $2171 – Whole school participation in World Of Maths visiting numeracy

Progress towards achieving improvement measures

Staff evaluations have indicated that additional support for beginning teachers, mentoring time, peer observations and collaborative planning have assisted staff in becoming more knowledgable, effective practitioners in the classroom, further enhancing classroom practice.

All teachers have achieved their professional development plan goals, or have modified goals to continue to develop them into 2020.

Every non–teaching member of the workforce completed a professional learning and development plan also, further supporting them in enhancing their knowledge, skills and understandings to support improved classroom practice.

and problem–solving show.
• $1714 – Whole school participation in Life Education personal development program.
• $715 – Funding for all K–2 students to attend the Circus of Life wellbeing performance.
• $7800 – SLSO employment for Year 1 support.
• $2000 – SLSO employment for Kindy support.
• $400 – School funded author visit in library (guest speaker).
• $13678.40 – Funds towards Chromebook and laptop purchases for students in classrooms (roll over funds).
• $17954 – Laptop and notebook purchases (roll over funds saved for this purpose).
• $35,131.00 – Teacher employment to release beginning teachers for additional planning time as well as for time to complete their accreditation.
• $18360 – Professional learning funds were used to release teachers to evaluate and develop learning programs based on student learning needs/relevant data, as well as new syllabus document requirements.
• $10779 – All literacy and numeracy funds allocated to the school were used to purchase programs and resources for literacy and numeracy. These included: Soundwaves program resources ($1050), Soundwaves spelling books for students ($4977), iMaths program online resources subscription for all teachers ($1050), Typing Tournament program access for students ($799), Phonics decodable reader licence renewal ($199), School Magazine subscription for all Year 3–6 students ($2345) and handwriting text books for students in support classes ($320).
• $13811 – An Information Technology Coordinator was employed using operational funds to support the set up of new laptops and devices for classrooms, as well as, for as setting up new technology learning hubs K–6.
• $1390 – Operational funds were also used to purchase coding resources so that this new area of the new Science and Technology syllabus could be implemented. Lego, Microbits and additional cords were purchased.
• $4500– Staff attendance/registration costs for the Sapphire Coast Learning Community Term 3 Staff Development Day 'Futures Learning' Conference (Professional Learning Funds).
• $6840 – Staff attendance and

Progress towards achieving improvement measures	
Staff evaluations have indicated that additional support for beginning teachers, mentoring time, peer observations and collaborative planning have assisted staff in becoming more knowledgable, effective practitioners in the classroom, further enhancing classroom practice. All teachers have achieved their professional development plan goals, or have modified goals to continue to develop them into 2020. Every non–teaching member of the workforce completed a professional learning and development plan also, further supporting them in enhancing their knowledge, skills and understandings to support improved classroom practice.	registration in digital learning PL, in order to have a team to upskill all staff. Six staff participated in a two day digital technologies workshop presented by the Australian Computing Academy. **Funding Sources:** • Aboriginal background loading ($16780.00) • English language proficiency ($14083.00) • Low level adjustment for disability ($201661.00) • Quality Teaching, Successful Students (QTSS) ($79863.00) • Socio–economic background ($40593.40) • Support for beginning teachers ($35131.00)

Process 2: • Effective data skills and use of data by teachers; and

Evaluation	Funds Expended (Resources)
The school's Assessment Scope and Sequence was evaluated and updated in 2019 to include new assessment programs and differentiated assessment types for students based on their level of need and grade/stage of learning. All staff analysed NAPLAN data within a whole school staff meeting in order to plan for literacy and numeracy program improvements, and related resource and professional learning needs, for 2020.	• $35,131.00 – Teacher employment to release beginning teachers for additional planning time as well as, for time to complete their accreditation. • $3120 – Release for Executive staff to complete External Validation school assessment. • $1040 – Release for Executive to develop assessment and reporting scope and sequence as well as, new assessment program resources. • $18360 – Professional learning funds were used to release teachers to evaluate and develop learning programs based on student learning needs/relevant data. **Funding Sources:** • Support for beginning teachers ($35131.00)

Process 3: • Teacher and supervisor engagement with the professional teaching standards and professional learning and development.

Evaluation	Funds Expended (Resources)
Accreditation documents were completed and evaluated. Four beginning teachers were successful in achieving accreditation at professional competence. All staff completed PDPs/PLPs and were supported in developing and achieving effective goals, as well as planning relevant goals and related whole–school professional learning for 2020.	• $18360 – Teacher release (as previously mentioned) allowed teachers to participate in Stage Planning, supporting them in achieving stage goals and the school's literacy and numeracy goals. • $810 – Teacher participation in online training to support speech development took place, in align with a teacher's personal Professional Development Plan (PDP) goal relating to a child with specific needs in their class. • $1010 – Learning Support Officer

Progress towards achieving improvement measures	
Accreditation documents were completed and evaluated. Four beginning teachers were successful in achieving accreditation at professional competence. All staff completed PDPs/PLPs and were supported in developing and achieving effective goals, as well as planning relevant goals and related whole–school professional learning for 2020.	participation in online training to support motor coordination development took place, in align with two SLSOs' personal Professional Learning Plan (PLP) goals relating to a children with specific needs whom they support.

Next Steps

- Additional professional learning to support literacy and numeracy teaching attended by staff in 2020 (as per Term 4 2019 bookings made), including: Best Start training and Data Analysis PL, Effective Reading Phonological Awareness PL (K–2 staff), Additive Strategies PL days 2 to 4 (teaching staff), InitiaLit PL (K–2 staff), MiniLit and MultiLit PL (support staff), Phonological Awareness and Effective Reading Vocabulary PL (K–2 staff), MaqLit PL (new staff in 3–6), Building Blocks for Numeracy online training, four courses (OLT) (all teaching staff) and Learning Progressions as a Tool to Support Numeracy Development OLT (all teachers).
- Additional classroom and behaviour management PL attended by staff, such as the Managing Actual and Potential Aggression one and two–day courses.
- Continued implementation of Learning Support Timelines and Assessment Scope and Sequences.
- Further engagement with new syllabus documents, including PL and collaborative planning of the Conceptual Unit Scope and Sequence and related units of work.
- Ongoing improved implementation of digital technologies.
- Continued trial of collaborative classroom model and collaborative teaching, planning, programming, assessment and reporting.
- Improved and new student report implemented for reporting to parents.
- Continued use of PAT assessments to inform teaching and learning, together with internal teacher assessments and observations.
- Analysis of student data, including Best Start and Progressions, to inform teaching.

Strategic Direction 3

Leading

Purpose

To enable a self–sustaining and self–improving school community that will continue to support the school vision.

Improvement Measures

Increased parent/community attendance at assemblies, community days and other events.
The school is recognised as excelling in all areas of leadership as measured by School Excellence Framework self–evaluations and external validation.
By the end of 2020, 100% of staff and 95% of parents/caregivers will agree that communication and management practices across the school and to/with parents have improved.

Progress towards achieving improvement measures

Process 1: **The school will achieve a self–sustaining and self–improving school community that will continue to support the school's vision through:**
• Effective management practices, processes and equitable use of school resources;

Evaluation	Funds Expended (Resources)
Participation in executive professional learning, and welfare team professional learning, supported improvements in student wellbeing programs and support. School operations, policy and processes were also improved in regards to: behaviour management, discipline policy processes, attendance monitoring processes, health and safety management processes, wellbeing support and Learning Support Team access and processes. Executive team members took part in Berry Street professional learning in restorative practices, to compliment 2018 behaviour support professional learning. This led to improved student and staff support, as well as reduced suspensions.	• $16367 – Executive team professional learning to lead management practices, processes and school teaching and learning programs (Location funds). • $8776 – Principal attendance at required/mandatory management network meetings and professional learning (including release for executive staff to relieve as principal) (Location funds).

Process 2: • Effective school planning, implementation and reporting; and

Evaluation	Funds Expended (Resources)
Evaluation of 2019 year, student results and learning support/performance measure data analysis supported the planning of professional learning and resource allocation for 2020. In addition, staff PDPs and PLPs were evaluated to further support the executive team in allocating resources and funding to literacy and numeracy programs, PL and support for both 2019 and for 2020. This allowed many PL opportunities to be budgeted for and booked well in advance of the 2020 school year. This was the same for wellbeing programs like the yoga and mindfulness PL planned.	• $4160 – Additive strategies professional learning (Location and professional learning funds). • $1123 – Yoga and mindfulness professional learning through Karma Kids Yoga (Location funds). • $6939 – Restorative Practices Berry Street PL registration, flights and accommodation for two Assistant Principals (Location funds). • $275 – Incident management response training for new executive (Location funds). • $42130 – Stage and team planning release for teachers (as previously mentioned/referred to) to support effective planning, syllabus implementation and resource/program development (Professional learning funds).

Progress towards achieving improvement measures

Process 3: • Strong and strategic educational leadership.

Evaluation	Funds Expended (Resources)
Leadership continues to improve at Merimbula Public School at all levels. Beginning teachers, teachers, executive and non–teaching staff are supported in developing their leadership and management skills. This is reflected in the successful achievement of staff PDPs and PLPs. Succession planning also takes place to support both teaching and non–teaching staff in attaining promotion and/or being able to successfully lead school events, or replace executive/leadership staff, when they are on leave or have other commitments. In 2019 four teachers relieved as an Assistant Principal and one School Administration Officer relieved as School Administration Manager. All Assistant Principals were also mentored in relieving as Principal in short–term opportunities. Two APs also attended Principal Network Meetings. This leadership development was strategically planned and supported. As a result, members of our school executive team, were able to be effectively replaced in short term and long term relief roles. Having one–to–one interviews with all new students and their families continued to support transition at Merimbula Public School, as well as resource and support allocation. Early enrolment processes ensured that all students requiring funding support or access to a support class could obtain such. All students requiring support class placement in 2020 (Year 7) also were successful in receiving places before some classes/units were full in the region, as a result of early planning and Access Request completion. This was supported by engaging an Assistant Principal to work in an off–class role completing some of the large workload of administrative duties surrounding welfare programs and resources. Increased support for students/families accessing paediatricians and other professionals was also evident. Having an executive staff member off–class complete delegated welfare referrals meant that medical and paediatrician support outside of the school was accessed by families in a more timely manner.	• $1500 – School Stream communication app yearly registration (Operational funds). • $1500 – Class Cover casual staff booking app yearly registration (Operational funds). • $36195 – Additional School Administration Officer / Principal Personal Assistant employment to support the school's wide range of communication platforms (Operational funds). • $96998 – Short term casual relief for replacing staff who take short term leave (School budget). • $5080 – Kindergarten transition support – teacher release for orientation program including visits to preschools and early childhood centres (Per capita and operational funds). • $1040 – Stage 3 teacher/executive release to attend transition planning at Eden Marine High School. • $108000 – Releasing an assistant principal (AP) off class (non–teaching AP) to oversee Access Requests, attendance, accreditation and beginning teacher mentoring as well as support welfare matters (Operational funds and QTSS funds). **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($78863.00)

Next Steps

- Continued employment of an off–class assistant principal and additional administration staff to support communications and management.
- Continue to implement strong and timely (early) transition programs, succession planning and mentoring at all levels.
- Ongoing support of staff professional learning, PDPs and PLPs.
- Increase community surveys to evaluate parent/caregiver satisfaction, particularly regarding management and communication practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• $9360 – SLSO Support for the MiniLit/MultiLit reading program. • $500 – Imersion Day participation. • $520 – Troy Allan Harmony Day performance. • $3370 – Christine Anu performance. • $800 – Sound and lighting for NAIDOC Week Christine Anu performance. • $1530 – Stage 3 Jigamy Farm Excursion. • $2000 – Additional student assistance for Aboriginal students. **Funding Sources:** • Aboriginal background loading ($18 080.00)	Activities and educational programs were very successful, so too were NAIDOC Week celebrations and programs. Aboriginal students also learnt a lot about culture and local history through excursions. These activities supported the students when learning with a local Aboriginal singer/songwriter Chelsea Atkins. Chelsea supported students in writing their own song about Merimbula. Together the students and Chelsea, along with local musican Ricky Bloomfield, and with input from The Eden Language Group, local community and collaboration with the Eden AECG, wrote and recorded a song at the Merimbula School of Music recording studio.
English language proficiency	• $14,083 – School Learning Support Officer assistance. **Funding Sources:** • English language proficiency ($14 083.00)	The additional reading support once again was successful, as demonstrated by school–based and external assessment data.
Low level adjustment for disability	• $150,000 – Learning Assistance and Support Teacher Employment. • $3000 – Replacement casual teachers to release Kindergarten staff so that they could attend the Kindergarten Orientation Sessions. • $20,000 – SLSO support in Kindergarten Classrooms. • $31,661 – Additional SLSO support for targeted students in reading. **Funding Sources:** • Low level adjustment for disability ($204 661.00)	Student learning support programs were enhanced thanks to LAST and SLSO support for children in reading throughout the year, as well as, through the Preschool to Kindergarten Orientation Program and transition process.
Quality Teaching, Successful Students (QTSS)	• $79,863 – Teacher employment. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($79 863.00)	Releasing Assistant Principals and teachers to work collaboratively on a regular timetable supported consistency for both students and staff as planned. It also supported four beginning teachers in achieving accreditation at professional competence, as well as supported teachers in collaboratively planning, programming and assessing as part of the collaborative classroom trial.
Socio–economic background	• $7704 – Student assistance (excursions, uniforms, food). • $3000 – Festival Of Instrumental Music teacher casual release, travel and accommodation (both Sydney event and local combined school	Use of these funds supported all students across all areas of the curriculum. With family hardship increasing as a result of drought and bushfires, more student assistance and excursion support will be considered in 2020.

Socio–economic background	rehearsals). • $12,115 – Casual replacements for teaching staff and SLSOs attending extra–curricular events off site (ie: sporting team knockouts). • $5707 – School Musical and Music Program (instrument repairs and replacements, musical sets, teacher release for full–day musical rehearsals). • $2171 – Whole school participation in World Of Maths visiting numeracy and problem–solving show. • $1714 – Whole school participation in Life Education personal development program. • $715 – Funding for all K–2 students to attend the Circus of Life wellbeing performance. • $7800 – SLSO employment for Year 1 support. • $2000 – SLSO employment for Kindy support. • $5299.60 – Teacher employment to support transition during the year when class teachers changed (team–teaching handover support). • $2040 – Stage 2 Camp subsidy for additional teacher attendance. • $200 – School Expo funding. • $1530 – Year 6 Camp subsidy for additional teacher attendance. • $1650 – Bus subsidy for Year 6 Camp. • $2080 – Ski Camp subsidy for additional teacher attendance. • $1000 – Bus subsidy for Ski Camp. • $900 – Playground items/toys (ie: for sandpit, chess pieces). • $400 – School funded author visit in library (guest speaker). • $13678.40 – Funds towards Chromebook and laptop purchases for students in classrooms. **Funding Sources:** • Socio–economic background ($71 704.00)	Use of these funds supported all students across all areas of the curriculum. With family hardship increasing as a result of drought and bushfires, more student assistance and excursion support will be considered in 2020.
Support for beginning teachers	• $35,131.00 – Teacher employment to release	Four beginning teachers were due to complete their accreditation in 2019. Through

Support for beginning teachers	beginning teachers for additional planning time as well as, for time to complete their accreditation. **Funding Sources:** • Support for beginning teachers ($35 131.00)	additional planning time and support from experienced mentor teachers, all of these beginning teachers received their accreditation at professional competence.
Targeted student support for refugees and new arrivals	Merimbula Public School did not receive any targeted support for new arrivals in 2019 therefore resources were not purchased in this area. **Funding Sources:** • Targeted student support for refugees and new arrivals ($0.00)	Merimbula Public School did not receive any targeted support for new arrivals in 2019.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	226	224	212	197
Girls	186	180	177	164

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.8	94.1	92	92
1	92	93.3	90.1	91.9
2	91.4	94.1	91.8	90.8
3	93	93.6	92.8	93.2
4	91.7	92.4	91.7	91.8
5	91.8	92.8	92.4	89.8
6	89.9	89.7	91.9	91.6
All Years	91.7	92.9	91.8	91.6
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

Attendance rates in 2019, remain steady with 68% of students attaining 90% or above attendance rates. Due to our location in a tourist area, some small business owners will apply for leave during the school term to travel outside school holiday periods. Any carers who wish to gain an approved exemption from school for their child, will meet with the Principal and are requested to provide relevant documentation to justify their absence via a travel itinerary or holiday booking confirmation. Work is usually provided for the period of absence. This leave is still recorded in this annual report data.

In 2019, we committed to a new trail of contacting parents daily via telephone for any unexplained absences on the same school day. Non–attendance that is not approved is then recorded by the school. Therefore, parents/carers are contacted by phone in the first instance, then in writing, if absences are not explained or justified weekly.

Habitual non–attendance is reported to the Home School Liaison Officer (HSLO) and in extreme cases Family and Community Services (FACS). Our Assistant Principal welfare also checks in with families regularly that may be tagged as having attendance issues. Additional support may be provided to families by referring them to outside agencies and community support programs for assistance.

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
Assistant Principal(s)	4
Classroom Teacher(s)	15.22
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.97

*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.

Professional learning at our school:

Throughout 2019, professional learning included: inductions, CPR and anaphylaxis training updates, Managing Actual and Potential Aggression (MAPA) training, collaborative stage/team planning, Oliver training for librarians, digital technologies professional learning and Term 3 Futures Learning Staff Development Day Conference attendance (all

staff), online training courses to support teachers and SLSOs in further assisting students with disability and support needs as well as, administration training programs for administration staff. All teaching staff also took part in the first day of a four–day course 'Additive Strategies'. This course will be completed in 2020 to support improvements in mathematics teaching, particularly in numeracy and working mathematically.

Accreditation processes:

Due to the high number of new scheme teachers we have at Merimbula Public School, we have utilised our Assistant Principal welfare to better support our beginning teachers and fine–tuned this process over the past three years. In 2019, four beginning teachers were mentored through the accreditation process and all achieved Accreditation at Professional Competence in 2019.

Beginning teachers are provided with advice and feedback from our Assistant Principal Welfare to support their development of practice against the Standards for Proficient Teacher. A timetable has also been developed where teaching staff can book a time to have their teaching practice observed. This allows for more timely and constructive feedback to be given, as well as, a report on the observation. This report can also be used as a piece of evidence for accreditation or as part of the Personal Development Plan (PDP) process.

As part of this mentoring process, The Assistant Principal Welfare assists the teacher to select the most appropriate evidence to annotate and submit for accreditation purposes. This also ensures that teacher's annotated documentary evidence addresses the identified Standard Descriptors adequately. This same supervisor writes the teacher's Accreditation Report when it is deemed that teacher's practice is at the Proficient Teacher level. In turn, the same supervising teacher also assists new and returning teachers to progress from Provisional or Conditional accreditation to Proficient teacher level.

This sequential process we have developed assists teachers to maintain their accreditation by supporting, monitoring and reporting on the completion of professional development activities. By having a consistent mentor facilitate this process, we have found that New Scheme Teachers have a better understanding of their accreditation requirements. It is hoped that by providing this level of support, more teachers may seek to progress professionally by considering or applying for higher levels of accreditation.

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	435,883
Revenue	4,171,847
Appropriation	3,950,927
Sale of Goods and Services	64,902
Grants and contributions	153,884
Investment income	1,933
Other revenue	200
Expenses	-3,911,537
Employee related	-3,486,668
Operating expenses	-424,870
Surplus / deficit for the year	260,309

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.

In 2019, $435,883 of funds rolled over from the previous year. These funds were used to pay for:

- $25,500 – Outstanding excursion invoices (money paid by families and the school was awaiting invoices ie for Term 4 camps and end–of–term party days).
- $6000 – Upcoming bus shelter grant project.
- $12000 – Chilled and filtered water stations being installed over the summer holidays.
- $50000 – Towards upcoming interactive whiteboard (IWB) replacement (up to 19 IWBs are due to be replaced in 2019).
- $23300 – Sensory garden installation during January school holidays.
- $4500 – Tree maintenance/pruning in January school holidays.
- $1500 – Jelly bean tables for K–2 classroom reading programs.
- $13757 – Chromebook purchases for classrooms/student use.
- $17954 – Laptop/notebook computer purchases for classrooms/student use.
- $30000 – Short term casual relief top–up funds.
- $5760 – Additional SLSO support to compliment Term 1 and 2 programs.
- $10000 – 3–6 collaborative classroom furniture upgrades.
- $35000 – Berry Street professional learning conference costs (Money for Berry Street which they have not invoiced our school. Our school hosted a conference, this money is to pay registration costs for staff at Merimbula Public School as well as, other schools).

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	684,310
Equity Total	272,916
Equity - Aboriginal	18,080
Equity - Socio-economic	71,704
Equity - Language	14,083
Equity - Disability	169,048
Base Total	2,589,606
Base - Per Capita	94,503
Base - Location	62,802
Base - Other	2,432,301
Other Total	336,747
Grand Total	3,883,579

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.

Literacy

Student growth from Year 3 to 5 in reading was higher than that demonstrated in like schools, as measured by NAPLAN (2017–2019 student results).

53.1% of Year 3 students demonstrated proficiency in reading, receiving results in the highest two bands. This was a great achievement for this student cohort. 48.8% of students in similar school groups and 51.7% of students in Department of Education schools NSW demonstrated proficiency.

36.2% of Year 5 students demonstrated proficiency in reading, compared with 28.1% of students in similar school groups and 36.1% of students in Department of Education public schools in NSW.

In the writing assessment, 42.9% of Year 3 students and 14.9% of Year 5 students demonstrated proficiency.

In the spelling assessment, 55.3% of Year 3 students and 25.5% of Year 5 students demonstrated proficiency.

In the grammar and punctuation assessment, 55.3% of Year 3 students and 36.2% of Year 5 students demonstrated proficiency.

Numeracy

Student growth from Year 3 to 5 in numeracy was higher than that demonstrated in like schools, as measured by NAPLAN (2017–2019 student results).

In the numeracy assessment, 34% of Year 3 students and 13.3% of Year 5 students demonstrated proficiency.

Numeracy will be a focus for all students in 2020, with additional professional learning taking place. All teaching staff will be taking part in the 4–day 'Additive Strategies' professional learning program.

Parent/caregiver, student, teacher satisfaction

Parent Feedback

No formal parent/caregiver surveys took place in 2019. Feedback was obtained from parents and caregivers during 3–Way–Conferences in Term 1 and Term 3, at P&C Meetings and via social media platforms. Parent/caregiver suggestions through these avenues were considered during planning and evaluation processes.

Collaborative Classroom Evaluation

Our School Plan 2018–2020 has outlined that our school is trialling the Collaborative Classroom / Open Classroom Teaching Model. Stages 2 and 3 (as well as staff from other teams) have been provided professional readings and learning regarding the model.

Staff have visited other locations to see the model in action in a number of ways. Students completed the Tell Them From Me Survey (September 2018). This evaluation was used to inform the trial, and how it could best work to support students.

Teachers and students completed a 'Collaborative Classroom Planning' Survey (September 2019). Student Data Included: Pros and Cons of the Collaborative Classroom Model for them (Years 3 to 6). Teacher Data Included: Pros and Cons of the Collaborative Classroom Model for Students, Staff and the School. Staff also indicated who they would prefer to work with (and why) if teaching using this model. Not all staff chose to complete the survey. Over 80 percent of teaching staff did complete it.

140 students completed the survey. Positive aspects of the collaborative classroom model outlined by students included: 86% of students shared – I get to work with my friends, 71% of students shared that 'one of my teachers is always on class when the other one is away', 64% shared that classes have good routines, 61% of students shared that there is more help available.

Students outlined some negative aspects of the trial, including: 68% of students shared that classrooms can get too crowded/noisy, 48% of students shared that their peers may not be well behaved when the teacher is too busy, 39% shared that students seem more stressed.

Teachers reported positive aspects of the model in the following areas: teaching consistency, positive adult collaboration being modelled, engaging lessons, consistency of routine, opportunities to collaborate for students, opportunities for gifted and talented students, exposure to two different teaching styles, small group focus is facilitated, opportunities for inquiry learning occur, relationships with all students in the grade are enhanced, a wide range of student grouping possibilities are evident, enhanced differentiation can take place with multiple teacher support, there is a constant known teacher when casuals are on class, life skills of team work are further developed, students learn more from one another, students have ownership of their learning, there is modelled collaboration/21st Century Learning, intensive support can be better provided to students with additional learning needs, extension groups can be further supported, more assessment opportunities exist, social cohesion is enhanced, there is student choice over learning spaces, teachers can give more effective targeted support, there is more connection between parents/students when in groups, there is always a consistent teacher as well as, the possibility of increased role models for students – ie: one staff member may suit students better.

Teachers reported the following concerns regarding the model: there can be too much stimulation/students can be less engaged, some students with anxiety may find the model challenging (ie: it may be harder for kids with additional needs/Family Classes, making it difficult to transition), there may be less resources to share, some students find it difficult to concentrate in large groups, some staff believe that the teacher/student relationship may be threatened and that middle ability/quieter students may get lost, that students vying for attention may get missed. Teachers also shared that the model could mean that they: can't separate kids when needed, there may be personality clashes, a lack of feeling of place / connection to place, too much noise and that students can play teachers off against each other.

Teachers did report that despite some challenges, positive aspects for teachers included: that they get instant feedback on their teaching from a peer, students are taught multiple perspectives, behaviour management is enhanced and supported, opportunities for daily reflection, easy organisation, more assessment time / quality assessments 1:1, there are daily opportunities for observing teaching partners and supporting improved teaching practice, collaboration is enhanced, bonds/relationships with other staff become stronger, targeted groups of students are supported, teacher planning is improved and more effective assessment moderation occurs.

Teachers also liked how the collaborative classroom teaching model supported: student observations, resource sharing, differentiation, ease of preparation, instantaneous colleague support, critical thinking, beginning and experienced teachers, tolerance of others, more expertise in one KLA to be developed to share with staff/students and staff learning from each other.

Teachers shared that at times there were challenges for them, including: that the workload can be onerous if one teacher is off sick, that they may have shallow relationships with students, other teachers may not open to new ideas, teachers may have different teaching styles / pedagogy / personalities, if they team teach with part time staff they have to collaborate with more teachers and have more planning meetings, there may be a workload imbalance or poor communication between staff. Teachers also shared that there may be changes made to lessons by one teacher, different expectations of staff, dominance of one teacher, that reports can take longer as teachers have to collaborate on them. Teachers also shared that they have to get to know more students.

Survey results also outlined a number of positive benefits for the school when implementing collaborative classroom teaching. These included:

- Programming consistency
- School goals being met
- Future focussed learning taking place
- Cohesive teams being supported
- Assessment can be moderated
- Getting casuals for senior classes is easier
- Staff become more cohesive
- Co–planning is supported
- Increased capacity of all teachers
- Shared responsibility
- Consistent assessment
- Real world context
- Whole school approach
- Assisting beginning teachers / new staff
- Ease for casuals.

Challenges for the school reported by teachers included:

- Separating students with behavioural issues
- Report writing is difficult
- Parents not liking the model
- Time to plan together is needed
- There may be more support staff to manage
- Noise levels can increase
- Arrangements of furniture can be challenging
- More school resources are required
- Student / parent connection can be difficult to develop
- Some feel pressure to perform
- There us limited evidence at our school that things have improved through the model.

Teachers shared that the model could be more effective in 2020 if the following was supported:

- Inquiry based learning / conceptual planning professional learning (PL)
- Phonics training (K–2)
- Open Classroom PL (3–6)
- Classroom set up considerations were shared
- Visible learning takes place
- Collaborative groups/sharing ideas is supported
- Seeing real world examples
- Collaborative planning/success
- Classroom visits to see colleagues implementing the model
- Professional readings/research
- MultiLit/InitiaLit PL
- Additive Strategies PL
- Planning time.

The following decisions were made for 2020 as a result of the evaluation.

Collaborative Classrooms – Year 3 of Trial / School Plan (to support MaqLit) – Years 3–6:

- All classes to do Collaborative Classrooms.
- Collaborative classrooms will take place during the literacy session only. Doors will be open between rooms until lunchtime. Furniture arrangements are to be made to support doors closing at 11am.
- 3–6 Staff not to have lunch duties where possible for arrangement changes.

- Students to have tote–trays/goal posters and other individualised items in their side of the open classroom.
- One teacher desk at each side of open classrooms.
- No (or only 1 day of) morning RFF for 3–6. RFF together so teachers can plan.
- No 3–6 Sport in mornings.
- Own class for Maths and all other Key Learning Areas.
- Extra support staff (LAST/SLSO) in classes where/if possible.
- Start Week 2 (Week 1 Wellbeing and Quality Start Focus – as well as PBL Checklist).
- Evaluate at end of Semester 1.

K–2 (Support Classes plan own lessons based on PLPs/IEPs):

- All classes (Kindy included) to do Collaborative Classrooms for Friday Morning Maths only 9.15–11am (K/1 students to be within either Year 1 or Kindy Rooms, 3 teachers in the double room).
- Mathematics session only. Doors open until lunchtime Fridays. Furniture arrangements to be made for doors closing at 11am.
- K–2 Staff not to have morning/lunch duties where possible for arrangement changes.
- 3 teachers in each open classroom (where possible/at least K and 1).
- No morning RFF for K–2 on a Friday. RFF together so teachers can plan.
- Start Week 6 (Week 1–5 Wellbeing and Quality Start Focus – as well as PBL Checklist and working out best groupings/program). Evaluate at end of Semester 1.

Positive Behaviour For Learning (PBL) Evaluation

In 2019, staff were surveyed using a Positive Behaviour for Learning (PBL) Self–Assessment Survey (SAS) to support the school in initial and annual assessment of effective behaviour support systems in our school. The survey invited feedback from staff about the current state of play and also for future priority areas for improvement in the classroom and the playground.

The main reportable findings were as follows:

School wide systems currently in place: Playground and Classroom Expectations

- The school has positively and clearly stated student expectations or rules are clearly defined.
- Consequences for problem behaviours are defined clearly.
- A school team exists for behaviour support planning and problem solving.
- The school has formal strategies for informing families about expected student behaviours at school.
- Problem behaviours receive consistent consequences.
- Students experience high rates of academic success.
- Significant family and/or community members are involved in developing plans for students at school.
- School–wide expected student behaviours apply to non–classroom settings.
- Scheduling of student movement ensures appropriate numbers of students in non–classroom spaces.

Staff identified the following as areas of priority/focus in all classrooms:

- Teachers need to be able to teach, and all children to learn – whole school expectation.
- Students need to be educated to be more responsible for their belongings.
- A focus on respect for other classmates and teachers.
- A focus on greeting others, using manners and working as a team.

Staff identified the following as areas of priority/focus across the school:

- More organised activities. Some suggestions were mindfulness and dance.
- The implementation of a greeting duty.
- More structured games in the playground.
- Areas set aside for more creative play on the playground (eg: Areas to dig in grassed areas).

Staff suggestions and ideas to trial across the school included:

75% of staff voted for a rewards based program, suggestions included:

- ***School Aim:*** Mascots handing out Dojos and raffle tickets for positive behaviour and to promote consistency between the playground and classroom expectations.

53% staff would like a monthly analysis of positive/negative behaviours reported via EBS4.

- ***School Aim:*** Tracking of behaviours across the school to identify areas of need to ensure a more consistent knowledge of behaviour across the school for all staff.

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.

Aboriginal Education and cultural inclusivity remain a focus at Merimbula Public School. Aboriginal perspectives and the 8 Ways Pedagogy continue to be embedded into all units of work across all Key Learning Areas. Students were given opportunities to attend several local excursions across the Bega Valley such as: Jigamy Farm, Bega River Flats, Biamanga National Park and Bournda National Park, to enrich their cultural knowledge.

Key celebrations across our school included a Sorry Day performance by Troy Allen, Bundjalung Goori (East Coast). Students were educated via songs, music and didgeridoo, dance, artefacts, examples of ancient rock and cave paintings and fire making demonstrations to tell the stories of his people.

NAIDOC Day was supported by a grant gained to fund a family BBQ. The school funded a visiting performance by highly acclaimed Australian artist Christina Anu: In Conversation and Song. Christina performed a selection of songs from the Torres Strait Islands, Sunshine on a Rainy Day and the unofficial national anthem My Island Home and shared personal anecdotes on life, her advocacy work for diversity and inclusion, and the importance of Aboriginal and Torres Strait Islander language in Australian culture. This performance was shared across the Sapphire Coast Learning Communities with a performance also held at Eden Marine High School.

Several programs were run in the school with local community members and elders:

Garrijimanha Song Writing Program: Local singer/songwriter Chelsea Atkins along with Ricky Bloomfield, worked with our Aboriginal students to write and edit a new school song featuring local language with input from The Eden Language Group, local community and collaboration with the Eden AECG.

The High Aims Transition Program: Coordinated by local community member David Dixon from Eden Campbell Page was offered to Stage 3 Aboriginal students transitioning to high school. Several cultural activities and excursions were offered to students including:

- ***An excursion to Biamanga NP and Bega river flats:*** attended by local community members Ellen Mundy, David Dixon, John Aldridge and Warren Foster Senior and Junior. This included a talk about the history of Bega and local Koori families, farming stories which contributed colonisation, settlement and society and how Aboriginal families contributed to the community via their knowledge of farming and the industrial revolution. There was a talk about plants and ontology and ways to care for and manage the environment. There was also some dance and song.
- ***Traditional Koori Art Workshops****:* led by Auntie Colleen Dixon along with David Dixon, John Aldridge, Sarah Bancroft from the local community were delivered. Stories from the South Coast, local traditions, information about animals and artefacts from Colleen's family and her own artworks were shared. The students then developed their own artworks based on stories told from these sessions.
- ***An excursion to Bournda National Park:*** with David Dixon, Ellen Mundy, John Aldridge and Warren Foster Senior and Junior. Students completed a bush tucker/medicine walk and had a traditional yarn about animals and care for the environment. The students learnt some traditional dances with Warren Senior and Junior such as the kangaroo dance celebrating hunting, the brolga and emu dance and 'Pilla Pilla'. They learnt some local language and also heard a dreaming story told by Ellen Mundy of the 'The Bat and the Crow'.
- ***Basket weaving and a yarning circle:*** led by local community member Marcus Williams along with John Aldridge and David Dixon. Students completed a 'hands on' basket weaving class and stories about history and culture were shared.

Koori Dance:

Merimbula Public School students along with Eden Public School students, held a dance/celebration of culture led by local community members Shaquelle Aldridge, Warren Foster Senior and Junior, Corey Stewart, John Aldridge and David Dixon. All community members shared their knowledge of dance experiences with our students.

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.

Merimbula Public School implements the Positive Behaviour for Learning, Kids Matter and Berry Street training philosophies to support students in taking part in values education as part of our anti–racism policy.

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.

In 2019, all students continued to be provided with learning opportunities to develop a deeper understanding of multiculturalism. Students learnt about their ethical responsibilities as citizens of a society in which different cultures live together. Our students at Merimbula Public School have been offered a greater understanding of diversity by learning that all cultures are respected as much as each other. This ethos has been supported via a literacy immersion program offered as part of our library RFF program and other extra–curricular opportunities such as the Multicultural Speaking Competition which all students participated in. These programs support the implementation of our Anti–Racism Policy, Anti–Bullying Policy and embed the cross–curricular perspectives of the new Australian Curriculum, as well as other curriculum outcomes. The school continued to offer Japanese as a Language Other Than English (LOTE) program throughout 2019. By learning Japanese, students developed communicative skills in the language, an understanding of how languages work as a system and intercultural understandings and capabilities.

Each class attended a Japanese lesson, with Sensei Fowler, for 45–60 minutes each week. Japanese lessons immersed children in multicultural education, provided education about Australia's links with Asia and made cross curricular links to Creative and Performing Arts whilst addressing Human Society and Its Environment curriculum outcomes, cultures and traditions.

Chinese (Mandarin) lessons were also offered as a 'Lunchtime Club' via a Skype session direct to a teacher in China. The Japanese and Chinese lessons provided opportunities for students to engage with the linguistic and cultural diversity of Asian–speaking communities.

One teacher day per week of funding was provided to the school to employ an English as a Second Language (ESL) Teacher.