

# Marks Point Public School

## 2019 Annual Report



3898

## Introduction

The Annual Report for 2019 is provided to the community of Marks Point 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

Welcome to our 2019 School Report. Our school logo reflects what we believe is our core business and what we value about the work we do. I am honoured to lead our school and to work with a wonderful team of educators to deliver quality programs to our students. We strive for excellence through our personalised consultative model of operation.

The staff at Marks Point Public School are dedicated, inspirational and highly motivated. They spare no effort to ensure they are seeking to improve their knowledge and instructional practice. Our teachers provide highly engaging and safe classrooms where students are encouraged to reach their maximum potential.

I would like to extend my deepest appreciation to our families and community members for the highs we have shared, the lows we have navigated and for celebrating our school and our students during 2019.

It is critical that we continue to challenge ourselves in new ways of thinking about student's learning and continually improving interventions to maximise engagement in authentic and meaningful curriculum. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Strong teams make dream teams to forge enduring change and improvement.

I believe we have a fantastic team at Marks Point Public School and I continue to feel enormously grateful for the opportunity I have to work with our students and a positive, supportive school and community.

Sharne Turpin

### Message from the school community

On behalf of the P&C (Parents and Citizens Association) for Marks Point Public School, I would like to say a few words about the challenging but successful and enjoyable year we have had. Most of you will know what the P&C does and some of you may not, but this group is made up of wonderful volunteers who work together to raise money and provide extra learning, facility and equipment resources for our school.

We also aim to add some extra fun for the children – and maybe ourselves too. Our P&C is open to all parents and citizens of the school community. We have Mums, Dads, Grandmas, Community friends and school staff members. We meet on a monthly basis and coordinate together in between meetings for special events. We are very proud of what we do, and we work hard to make our school better.

Altogether we run the Canteen, Uniform Shop, Dance Group and Fundraising Events. Some of the fundraising activities throughout this year have been:

- Easter Raffle;
- Opening a special Canteen at the Athletics carnival;
- Pyjama Day;

- Mothers and Father's Day Gift Stalls;
- Mid and end of year discos;
- Hot Dog Day;
- Pizza Day;
- Sausage sizzles at various venues;
- Christmas Raffle.

We have also supported the school by assisting with the purchase of Starstruck costumes, Hunter Representative jackets, our year 6 students' shirts and funding the buses for our Swimming Scheme this term. We have a 3-year commitment to contribute to funding for our part time School Well-being Support Officer which is a great resource for our children.

We also received a very generous donation from the Marks Point Sports Club which we used to purchase new representative sporting uniforms. These uniforms look fantastic and will hopefully give our students the winning edge.

I have been a member of the P&C for the last 5 years and have held the president's position for the last 2 years, I am very proud of our dedicated team of volunteers who worked together to make 2019 a success. I would like to take this opportunity to thank Gabrielle Darcy who has stepped down from Treasurer. We are truly grateful for all Gabrielle has done and are very glad she is still a P&C member. On that note we welcome our new treasurer Glenda Cox who will be assisted by Lorraine Davies.

We are looking forward to next year and we welcome new members to our meetings and we always look for input and value your opinions to benefit the school. We hope to come up with lots of new ideas and activities to raise more funds for the school, as well as provide support for resources and learning environments. We always welcome feedback into the P & C Box located in the school office – this can be anonymous. I will finish with the words from our Principal and a very important message *"The strong family partnerships in learning leads to student success"*.

**Tina Mahony**

**President**



# School background

## School vision statement

At Marks Point Public School our vision is to develop confident, respectful and critical thinkers through quality, innovative teaching and learning in partnership with our community.

## School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 156 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 129. Twenty percent of our students identify as Aboriginal.

A number of programs and strategies have been implemented to target specific outcomes to increase student's skills. The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs.

Our school is a part of the Galgabba Community of Schools (CoS) with cohesive links in partnership across the six primary schools and high school. These partnerships connect to Minimbah, our local Aboriginal Educational Consultative Group (AECG).

The school works in close partnership with the Galgabba Community of Schools and the community to deliver:

- Quality literacy and numeracy programs;
- Innovative technologies to meet the needs of future focused learners;
- Personalised learning to cater for student's individual needs;
- Explicit teaching and modelling of the school's core values; and
- Innovative programs that embed responsible attitudes and develop active and informed citizens.





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

Our school's self-assessment is measured through the School Excellence Framework which found that we are mostly **Delivering** or **Sustaining and Growing**.

In the domain of **Learning** the results in 2018 indicated two critical areas that showed signs of improvement: The first area was Assessment and Reporting. We moved from **Working Towards Delivering** to **Delivering**. This reflected the concerted efforts and considerable Professional Learning during staff meetings and Professional Learning to implement the Formative Assessment Cycle.

In response to feedback from our school community, our student report format was revised during Semester Two. Teachers are now able to indicate student achievement directly against NSW syllabus outcomes with a scale that is easy for parents and carers to interpret. Each Key Learning Area includes an overview of the content covered in a given semester and an individualised written comment clearly stating areas of strength and detailing the next steps for continued improvement. General comments are highly personalised and provide detailed, clear and specific information about student learning, growth and goals.

We have a coordinated approach to learning support and a solid team who work together to follow systematic policies, programs and processes to identify student learning needs. Professional development programs reflect the school's strategic directions. All staff have a professional learning goal that focuses on formative assessment. Teachers are

committed to delivering high quality programs that meet the interests and needs of students in order to increase their engagement and motivation levels.

In the domain of **Teaching** our second area of improvement was in Data skills and use. We moved from **Working Towards Delivering** to **Delivering**. Again, this was a result of embedding the formative assessment cycle during numeracy lessons across K – 6.

Teachers have demonstrated a strong commitment to understanding and implementing highly effective, research based and explicit teaching practices which have the greatest impact. They have participated in professional learning initiatives aligned to the school plan and applied new understandings within their teaching practice.

The performance and development framework involved teachers aligning their professional goals with the professional standards and the school's strategic directions. Teachers are encouraged to enhance their performance in identified areas from their performance and development plan and share their learning with colleagues.

Teachers are working towards regularly reviewing and revising their programs to demonstrate that learning is a planned process based on assessment data. This contributes to well-managed classrooms where students engage in productive learning. Teachers are providing explicit, specific and timely feedback to students on how to improve their learning through self assessment.

Students are using formative assessment in the classroom to articulate learning goals and success criteria and increase critical evaluative thinking. This has empowered students to self-direct and engage in learning, rather than work. Student assessment data and wellbeing data is collected and analysed by the relevant team members and shared with all staff. These inform future directions and associated milestones are monitored so that further adjustments to strategic directions are responsive to ongoing findings.

In the domain of **Leading** we are **Delivering**, there is evidence of some distributed leadership within the school. This will promote a culture of high expectations and shared responsibility for the engagement of students. Building leadership capacity is an area of focus with aspiring leaders encouraged to lead projects within the school. Two teachers were identified as aspiring leaders who will lead processes aligned to the school plan during 2020.

Strategic financial management is used to maximise the resources available to our students to implement the strategies in the school plan. The school allocates funding to employ additional Intervention Teachers (to extend students who are learning at or above stage level), Learning and Support Teachers and School Learning and Support Officers, as the school has students who benefit from additional assistance in their classroom.

We are still in the process of developing an 'agreed practices handbook' across the school. With a commitment to distributed leadership, the school is committed to inclusive capacity building opportunities across the staff, student executive and community.

The staff roles and responsibilities allocation allowed new staff to shadow more experienced staff in roles to ensure a transfer of knowledge. This proved to be a successful strategy with new staff now indicating they are capable of coordinating events during 2020.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Personalised Learning.

### Purpose

Every student at Marks Point Public School is challenged and engaged in meaningful learning experiences and developing their skills to be confident lifelong learners. We will:

- Implement evidence based strategies to ensure the well being and engagement of all students so they can connect, succeed, thrive and learn.

### Improvement Measures

All students will demonstrate an increase in scaled growth against State and Statistically Similar School Groups.

### Overall summary of progress

Marks Point Public School has made significant gains in improving the learning for all students. The implementation of targeted support for identified students has led to greater consistency and higher expectations of students across the school. Learning support and intervention processes are well managed with parents actively being a part of their child's learning with regular meetings held to develop and assess goals.

The implementation of formative assessment teaching strategies has led to lessons being more explicit and having a positive impact on internal and external data. Continued participation in the Galgamba Community of Schools activities, Lake Macquarie East Community of Practice Numeracy Project and links with the local preschool have ensured Marks Point staff and students are active partners with the local community and provide excellent extra-curricular activities for our students.

Staff have conveyed high expectations and built an environment where students take responsibility for their learning which is building the ability to ensure all students engage in their own learning with a growth mindset. The five week data cycle continues to be implemented and refined and evaluative practices in relation to teaching and learning. Learning and Support Teacher (LaST) processes were refined and support referral systems were modified to meet the more immediate needs of students.

LaSTs were utilised in specific programs to support students identified in 'Tier 1 and Tier 2' intervention to improve student's outcomes and help students reach grade benchmarks. Intervention teachers were employed to extend targeted students in the middle and top bands of NAPLAN with pleasing results as measured through internal data.

### Progress towards achieving improvement measures

**Process 1:** School based systems are developed to monitor and implement personalised learning outcomes for all students.

Evaluation	Funds Expended (Resources)
<p>Increasing our student's skills in spelling has been a critical component of each day through a consistent approach of delivering an explicitly taught spelling program. This program demonstrated that between the beginning of Term 2 and the end of Term 4, the participating 123 students achieved the following results:</p> <ul style="list-style-type: none"><li>• 72% of students showed growth in their spelling of 1 level or more.</li><li>• 5% of students showed growth in their spelling by increasing 2 levels or more.</li><li>• 27% of students showed no growth and will continue on that level in 2020.</li><li>• 2% of students showed negative growth.</li></ul> <p>The Value Added report in NAPLAN displays information about learning growth of students in schools, after adjusting for the characteristics of the students, referred to as value-added. This is a fair, reliable and accurate indication of school effectiveness that is widely used by schooling systems in Australia and internationally. Our average Value Added scores include:</p>	<ul style="list-style-type: none"><li>• Partners in Community of Schools</li><li>• Community of Practice</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li></ul>

## Progress towards achieving improvement measures

- Kindergarten to Year 3: 2016 – 2019 decreased by 1%.
- Year 3 to Year 5: 2013: 2019 showed an increase of 4%.
- Year 5 to Year 7: 2013: 2019 showed an increase of 8%.

Of a particular focus was the SCOUT reports that presented student assessment information on growth in Literacy and Numeracy from Year 3 and Year 5. We were pleased with our Year 3 and 5 student's results in NAPLAN Reading as we had the same amount of students in the top 2 bands of reading as the state average.

## Next Steps

- The results show that nearly 15% of students are not succeeding in spelling. All teachers identified that we need to develop a consistent approach in delivering specific spelling strategies identified through the analysis of this spelling program and its data.
- NAPLAN data has enabled the teachers to refocus on specific areas of learning that will be needed in 2020 to improve scaled growth, especially in numeracy. Our Year 3 results showed only 15% of our students achieved the top 2 bands in numeracy which was lower than both the SSSG and state averages of 23% and 35% respectively. In Year 5 only 17% of our students achieved the top 2 bands in numeracy which was higher than the SSSG average by 4% but lower than the state average by 10%.
- Increase our average *Value Added Growth* for students in Kindergarten to Year 3.





## Strategic Direction 2

Collaborative and dynamic teachers.

### Purpose

To build teacher capacity through teachers utilising evidence based quality teaching strategies and reflective pedagogical practice. All teachers will:

- Be supported through professional learning to understand and implement the most effective evidence based teaching strategies; and
- Regularly use school wide student assessment data to reflect on teacher effectiveness and student progress to inform future directions.

### Improvement Measures

Teachers participate in Professional Learning (PL) and demonstrate effective teaching strategies through increased student outcomes as measured by internal and external data.

Lesson observations and peer feedback demonstrate improved pedagogy and student engagement as measured through internal and external data and surveys.

### Overall summary of progress

Developing a culture of continual learners continues to be a focus in the school. Staff have continued to deepen their knowledge in relation to curriculum requirements, programming, planning and using data to direct teaching and learning. Marks Point Public School has started implementing the formative assessment cycle in mathematics across the school. We are also working with the Lake Macquarie East Community of Schools to develop, implement and deliver 'best-practice' numeracy lessons for improving student's numeracy outcomes.

### Progress towards achieving improvement measures

**Process 1:** Professional Learning developed and implemented to improve pedagogical expertise.

Evaluation	Funds Expended (Resources)
<p>All staff felt confident to visibly displaying Learning Goals and Success Criteria during maths lessons across the school. The impact of this meant that with the ongoing support of the teacher, students recognise, describe and apply success criteria related to learning goals and use the information to monitor their own progress towards achieving the learning goals.</p> <p>During 'Learning Walks' evidence was collected twice a term to ensure consistency across the school and the Learning Goals and Success Criteria were displayed during every maths lesson. The Guskey Thermometer demonstrated that 90% (increase of 15% from 2018) of teachers indicated that the PL had provided improved changes to lesson delivery, student learning practices and behaviour.</p>	<ul style="list-style-type: none"><li>• Literacy and Numeracy Advisor</li><li>• Education Consultant</li><li>• Curriculum Advisor</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Teacher Professional Learning (\$13000.00)</li></ul>

**Process 2:** School wide systems are developed to foster a culture in which collaborative practice, reflection on instruction and peer coaching are embedded in school life so that teachers are supported to continuously develop their skills and knowledge.

Evaluation	Funds Expended (Resources)
<p>Although there has been an increased focus on reflection, collaboration and peer feedback, not enough time or money was allocated to teachers to have this opportunity, this will be a priority for 2020. The first step which became apparent through our Community of Practice (CoP) was that all teachers needed to be following a consistent Scope and Sequence in Mathematics as several varieties were being used.</p>	<p>All staff understand, evaluate and willing to reflect on the impact of their professional practice to drive whole school improvement.</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

Through networking with other schools we were able to develop a Mathematics Scope and Sequence to be used across the school starting 2020. We are still working on our Agreed Practices Handbook which will reflect our formative assessment journey and CoP Numeracy Action Team's TPL project.

End of year conversations with teaching staff to reflect on their 2019 Performance and Development Plans (PDP) have provided evidence that all teachers find goal setting a critical feature of ongoing Professional Learning. Teachers expressed the importance of shared goals, as they drive collaboration and assist teachers to make strong connections with the strategies contained in the School Plan 2018–2020.

- Socio-economic background (\$5000.00)

## Next Steps

- It is critical that in 2020 our teachers develop at least one shared goal across the school K–6.
- Implementing best practice numeracy teaching strategies through our CoP numeracy journey.
- Completion of our Agreed Practices Handbook to ensure we are implementing and delivering consistent 'best-practice' teaching strategies across the school.



### Strategic Direction 3

Quality systems, quality school.

#### Purpose

Ensure quality systems and processes are utilised to improve and support the teaching, learning and administrative practices at Marks Point Public School.

#### Improvement Measures

Well-being procedures and practices are consistent across the school and tracked through internal data.

Community Engagement Matrix demonstrates an increase in family participation of planning meetings and parent/teacher interviews.

Participation of all stakeholders in the annual Tell Them From Me (TTFM) surveys will reflect improved measures of parent satisfaction.

#### Overall summary of progress

Community involvement in the school is slowly improving with communication channels reviewed for effectiveness. The school Facebook page continues to be a positive promotional tool. The Facebook page is currently followed by 421 people. This is an increase of 80 followers since the same time last year. The school website, Facebook page, Skoolbag app and sending messages through Sentral are highly successful tools of communication.

#### Progress towards achieving improvement measures

**Process 1:** School wide systems are developed and implemented to support student, staff and family wellbeing.

Evaluation	Funds Expended (Resources)
<p>A PBL scope and sequence and accompanying lessons have been updated and implemented. The number of negative incidents dropped by 14% between Term 1 and Term 4. Positive incidents were rewarded more consistently than the previous year and this increased by 10% during 2019.</p> <p>The last time the TTFM Survey was completed dated back to 2016. Data from this year's survey had pleasing results in student satisfaction. These included:</p> <ul style="list-style-type: none"><li>• Sense of Belonging: 2016: 75%, 2019 – 85%.</li><li>• Expectations for success : 2016: 96%, 2019 – 99%.</li><li>• Advocacy at school: 2016 – 86%, 2019 – 92%.</li></ul> <p>A TTFM Survey for parents/carers were not collected in 2016 but some of the 2019 results include:</p> <ul style="list-style-type: none"><li>• 80% of families feel welcome at the school and can easily speak to their child's teacher, which is 5% higher than the state average.</li><li>• 78% of families stated their child is encouraged to do their best which is 5% higher than the state average.</li><li>• 83% of families stated their child feels safe at school which is 10% higher than the state average.</li></ul>	<ul style="list-style-type: none"><li>• Teacher PL attending PBL Hub meetings</li><li>• School systems providing access to TTFM Surveys</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

#### Next Steps

- 69% of families stated that behaviour issues were dealt with in a timely manner.
- 68% of families stated the school helps prevent bullying. Both of these figures are 5% below state average.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• PLP meetings twice a year</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$33 516.00)</li> </ul>	<p>The attendance rate of Aboriginal students K–6 increased by 33% from 2018 to 2019. We worked closely with the HSLO and implemented Attendance Improvement Programs which led to the increase of attendance.</p> <p>Two teachers completed the AECG delivered 'Connecting to Country' Professional Learning. This Professional Learning was incredibly well received and supported the extension of the participants' knowledge of Aboriginal culture and the local issues that can impact on the health, well-being and educational outcomes for families and students.</p> <p>Eight Stage Three Aboriginal students participated in two camps – the STEM Camp (Term 3) and GATS Camp (Term 1). Students were provided in a number of valuable and challenging learning opportunities that developed their skill base across Key Learning Areas. All participating students responded with positive feedback.</p> <p>PLP meetings were held each semester with pleasing attendance rates. 70% of families engaged with the PLP breakfast BBQs which was an increase of 20% from 2018.</p>
<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• Appropriate learning materials eg MultiLit, QuickSmart</li> <li>• Professional Learning</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$81 163.00)</li> </ul>	<p>In 2019, two SLSOs supported class room teachers by implementing the MultiLit program to targeted students in Years 3 to 6. All 17 students improved in their ability to recognise sight words, to quickly recall phonic chunks and to stretch out words.</p> <p>One SLSO supported the school's QuickSmart program to assist students with the automatic recall of number facts and speed and accuracy in mathematical operations. During 2019 our QuickSmart results had an average effect size 0.761 for all participating students.</p> <p>All SLSO's participated in a daily program to support identified students in the playground. This involvement provided further information about the students' interactions and behaviour in the playground. For most of the targeted students there was an improvement in social interactions, play-based performance and the capacity to resolve conflicts in the playground.</p> <p>In 2019, SLSO's participated in a number of Professional Learning experiences including an program to support behaviour management with a local Occupational Therapist, CPR and Anaphylaxis face-to-face training. This Professional Learning provided opportunities for the school's support staff to assist with the school's current well-being processes and to</p>



<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• Appropriate learning materials eg MultiLit, QuickSmart</li> <li>• Professional Learning</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$81 163.00)</li> </ul>	<p>make a difference in the wellbeing outcomes of students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Human resources – 0.267 teacher allocation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$26 999.00)</li> </ul>	<p>During classroom walkthroughs, observations and student interviews this provided the evidence that students across K–6 could identify the teacher’s learning goal and understand what they need to learn.</p> <p>90% of staff (an increase of 40% from 2018) have been able to identify professional goals, linked to data collection and analysis, and demonstrate how this data can be used to positively impact on student learning goals.</p> <p>Staff have also begun to share this information with students to co–create ‘success criteria’. This was positive to see and hear and we will be developing Learning Goals in literacy across K – 6 in 2020.</p>
<p><b>Socio–economic background</b></p>	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• MiniLit, MultiLit, Quicksmart</li> <li>• York Assessment of Reading for Comprehension kit</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$114 176.00)</li> </ul>	<p>The 24 students identified needing LaST support in Years 3 – 6 showed an average growth of 30% from Term 1 to Term 4 in literacy skills. The same students increased their numeracy skills by 15% from Term 1 to Term 4 as measured through Quicksmart data.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	74	82	78	75
Girls	76	74	73	76

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	94	91.7	96.1
1	95.6	96.5	89.8	92.8
2	94.9	93.7	93.8	93.3
3	94.7	92.9	95	94
4	94.1	95.5	93.8	94.5
5	95	93.3	95.1	93.8
6	94	90	92	94.8
All Years	94.7	93.5	93	94.1
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
Assistant Principal(s)	1
Classroom Teacher(s)	6.81
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.71

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 was undertaken by staff during 2019 to support state, school and individual goals identified in Performance and Development Plans. Our collaborative planning model did not occur during 2019 so this will be a priority during 2020 as staff need regular time to collaborate and plan to improve pedagogy and student outcomes.

Two teachers have successfully completed the Teacher Accreditation process. One teacher received Beginning Teacher Support funding for their second year which was carried over from 2018. These funds were spent on Professional

Learning and allowed the teacher to reflect and refine their practice.

The school spent nearly \$13,000 on professional learning during 2019. Evidence based strategies and practices supported by research and/or inquiry and experiences in classrooms that have been validated over time have been incorporated into teaching and learning. Professional learning focused on the introduction of the Formative Assessment Cycle, specifically; *Learning Goals and Success Criteria* in numeracy across the school.

The terminology and practices, with the ongoing support of the teacher ensures students are able to recognise, describe and apply success criteria related to learning goals and use the information to monitor their progress towards achieving the learning goals.

Additional Professional Learning included:

- Mandatory training: asthma training, CPR, anaphylaxis,
- Child Protection and Code of Conduct;
- Staff meetings and stage meetings: PDPs, data collection and analysis, reporting guidelines, policies, programming, collaboration, sharing resources, targeted training which all contributed to strategic directions and milestone implementation;
- School Development Days with our Galgabba Community of Schools;
- Two teachers joining the Lake Macquarie East Community of Practice Numeracy Project team to develop, deliver and implement 'best-practice' teaching strategies in numeracy;
- Learning Progressions: trialling – 2 teachers attended training and trialled the progressions, these teachers trained the staff in the use and implementation of the learning progressions (K – 2);
- Technology: implemented whole school scope and sequence, 2 teachers attended a workshop about using Google effectively, 2 teachers attended training in technology use in the classroom;
- LaST: Network meetings – resource sharing, programming ideas, networking with others;
- Allied Health Care Professionals: Speech Pathologist – training for staff and parents/caregivers;
- PLAT: meetings, tiered intervention, LAST processes and support;
- NAPLAN: analysis, strengths, comparison, growth charts, item analysis, NAPLAN online training;
- SASS: attended LMBR training and a SASS conference, First Aid, as well as mandatory training.





## 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 (\$)
<b>Opening Balance</b>	300,717
<b>Revenue</b>	1,842,257
Appropriation	1,758,026
Sale of Goods and Services	3,981
Grants and contributions	78,326
Investment income	1,700
Other revenue	225
<b>Expenses</b>	-1,855,413
Employee related	-1,660,050
Operating expenses	-195,363
<b>Surplus / deficit for the year</b>	-13,156

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	71,129
<b>Equity Total</b>	230,440
Equity - Aboriginal	33,516
Equity - Socio-economic	114,176
Equity - Language	1,585
Equity - Disability	81,163
<b>Base Total</b>	1,205,363
Base - Per Capita	35,430
Base - Location	0
Base - Other	1,169,933
<b>Other Total</b>	212,965
<b>Grand Total</b>	1,719,897

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](https://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

#### Year 3 Grammar and Punctuation

- 40% of our students placed in the the top 2 bands, compared to 35% of students in Statistically Similar School Group (SSSG). However we are slightly under the state level by 6%.

#### Year 3 Reading

- 40% of our students placed in the top 2 bands in Reading compared to 32% of students in SSSG but we are below the state average by 4%. The school had 10% of students in the lowest 2 bands compared to 23.8% for SSSG and 13.2% for the state average.

#### Year 3 Writing

- 55% of our students placed in the the top 2 bands which is on par with the state average and 11% higher than SSSG. We had 10% of students in the bottom 2 bands compared to 14.7 % of students in SSSG and the state average was 10% too.

#### Year 3 Spelling

- Only 35% of our students achieved the top 2 bands in spelling which was the same as SSSG but 10% below the state average of 45%.

#### Year 5 Grammar and Punctuation

- Only 16% of our students placed in the top 2 bands which was lower than both of the SSSG (23%) and state (35%) averages.

#### Year 5 Reading

- 35% of our students achieved the top 2 bands in Reading which was 13% higher than SSSG average and 1% lower than the state average.

#### Year 5 Spelling

- 25% of our students achieved the top 2 bands in Spelling which was slightly higher than SSSG average by 2% and 10% lower than state average.

#### Year 5 Writing

- 42% of our students achieved the top 2 bands in Writing which was higher than both the SSSG average (10%) and state average of 17%.

### Numeracy

### Year 3 Numeracy

- Only 15% of our students achieved the top 2 bands in Numeracy which was lower than both the SSSG and state averages of 23% and 35% respectively.

### Year 5 Numeracy

- Only 17% of our students achieved the top 2 bands in Numeracy which was higher than the SSSG average by 4% but lower than the state average by 10%.



## Parent/caregiver, student, teacher satisfaction

The last time the TTFM Survey was completed dated back to 2016. Data from this year's survey had pleasing results in student satisfaction. These included:

- Sense of Belonging – 2016: 75%, 2019: 85%.
- Expectations for success – 2016: 96%, 2019: 99%.
- Advocacy at school –2016: 86%, 2019: 92%.

A TTFM Survey for parents/carers were not collected in 2016 but some of the 2019 results include:

- 80% of families feel welcome at the school and can easily speak to their child's teacher, which is 5% higher than the state average.
- 78% of families stated their child is encouraged to do their best which is 5% higher than the state average.
- 83% of families stated their child feels safe at school which is 10% higher than the state average.

TTFM Survey for school staff was not collected previous to 2019 so the results shown will be the baseline data for future surveys. Research of 'effective schools' has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The scores for the format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). Some of the results include:

### Leadership

- School leaders have helped me create new learning opportunities for students 8.1
- School leaders have helped me establish challenging and visible learning goals for students 7.8
- School leaders have supported me during stressful times 8.7

### Collaboration

- I discuss my assessment strategies with other teachers 8.3
- I discuss learning problems of particular students with other teachers 8.0
- I talk with other teachers about strategies that increase student engagement 7.8

### Learning Culture

- Students find class lessons relevant to their own experiences 8.1
- I am effective in working with students who have behavioural problems 8.6
- I monitor the progress of individual students 8.7

### Data informs practice

- My assessments help me understand where students are having difficulty 8.2
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve 8.5
- use results from formal assessment tasks to inform my lesson planning 8.5

### Teaching Strategies

- I use two or more teaching strategies in most class periods 8.2
- I discuss with students ways of seeking help that will increase learning 8.2
- When I present a new concept I try to link it to previously mastered skills and knowledge 8.6

### Technology

- I help students to overcome personal barriers to using interactive technology 7.6
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter 7.9
- I help students use computers or other interactive technology to undertake research 8.0

### Inclusive School

- I am regularly available to help students with special learning needs 8.7
- I strive to understand the learning needs of students with special learning needs 8.8
- I make an effort to include students with special learning needs in class activities 8.8





# 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.

