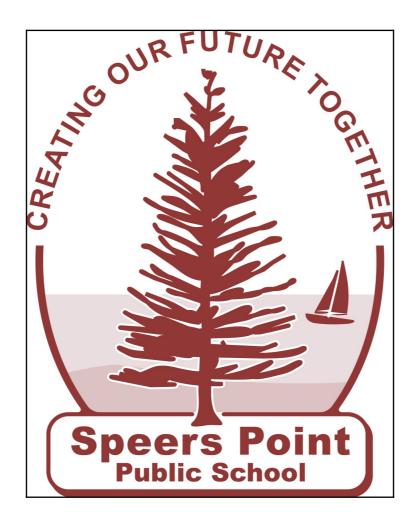# Speers Point Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Speers 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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School background

School vision statement

Speers Point Public School aims to empower our students to thrive, connect and succeed through a positive and holistic wellbeing approach. Staff are dedicated to delivering quality education through best teaching practices and personalised learning in an environment that engages all students. Our students,staff and community are highly valued and have a strong sense of belonging through supportive and respectful relationships that value inclusivity.

School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi–categorical) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school. With an average FOEI of 124 the community is supportive.

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L–MAC) community of schools in the West Lake Macquarie area.

In 2017, Speers Point became an Early Action for Success (Phase 2) school and has a strong focus on best teaching practices and pedagogies including Explicit Instruction.

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

Strategic Direction 1

Wellbeing & Engagement

Purpose

To instill a culture that supports and values the positive wellbeing and the social, institutional and intellectual engagement of all students through a strategic and planned approach in developing whole school processes so they can connect, succeed, thrive, learn and contribute positively throughout life.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase student attendance to 95%

Increase the number of days with zero behaviour referrals to Resolution room to over 50 days

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be a focus point for our school in developing Safe, Respectful, Responsible Achievers. As a whole school approach, systems have been developed to recognise and celebrate positive student behaviour. In 2019 the current schol mascot for our PBL was retired and after an exhaustive whole school and community consultation process, a new emblem was unveiled with "Mac" the Wedgetail Eagle. various other improvements to the PBL rewards systems were implemented through the school during the year and has built a greater whole school approach and understanding.

The school was joined in 2019 with a new therapy dog, "Jean," who supports students in the classroom and playground.

Progress towards achieving improvement measures

Process 1: Wellbeing

Continue implementation and growth of learning and wellbeing systems, including PBL, within the school.

Growth and promotion of attendance to positively support student learning through positive monitoring and support strategies.

Evaluation	Funds Expended (Resources)
Has there been student buy–in to rewards and expectations? There is a high degree of student interest in rewards as long as the reward system is being implemented consistently, frequently and students continue to have input to rewards including SRC voice . **Has attendance data improved from 2018?** Attendance rates have slightly decreased from 2018 and new approaches and strategies are being examined and implemented. **Is there consistency with delivery of PBL lessons across the school?** This has been one of the biggest areas of improvement in PBL delivery in 2019. The PBL committee has met regularly in 2019 to support the consistent delivery. The team has ensured the timetable is monitored and fulfilled, while keeping the lessons current to the data and needs of the students.	RAM Equity Funding

Process 2: Support Structures

Ongoing individual support of students through

Progress towards achieving improvement measures

Process 2: • Learning Support Team
• School Chaplain
• Student Leadership

Evaluation	Funds Expended (Resources)
How has the chaplain supported students and community? Has a set timetable made the difference? Our chaplain has continued to offer pastoral care to both students and community members of our school. The "happy chappy" was highly regarded. Switching to a timetable system ensured the chaplain had greater coverage and rapport with all students. Unfortunately we were notified in late 2019 that our school would not receive the next phase of funding for a chaplain.	Chaplain nationally funded

Process 3: **Engagement**

Ongoing development and maintenance of high student engagement (social, institutional and intellectual) through Growth Mindsets.

Implementation of programs that target groups or individuals in support of wellbeing and engagement

Evaluation	Funds Expended (Resources)
Has engagement been supported in 2019, especially given around the disruptions to the school during construction? During Term 2 of 2019 our admin relocated to temporary settings during construction. The demands of consultation and construction on the principal meant that the engagement project was put on hold at that time. Anecdotally, teachers continued to recount high student engagement consistent with previous measures.	No funds expended in this area

Next Steps

1. Continued development of PBL across the school and further development of the Behaviour Consistency Guide and PBL systems within the school to support positive behaviour choices. We want to see PBL culturally embedded.

2. Greater priority on Wellbeing and student engagement in learning, the need to implement mental health strategies and support for attendance. This includes greater monitoring and follow–up to attendance.

3. Continued support of Growth Mindsets philosophy into all classrooms.

4. Streamlining Engagement Project data gathering to a more efficient and timely tool.

Strategic Direction 2

Teaching & Learning

Purpose

To provide our learning community with passionate and skilled teachers who are committed to identifying, understanding and implementing effective explicit teaching methods where educational aspirations, learning excellence and personalisation are integrated into professional teaching practice across all learning environments to meet the needs of every student.

Improvement Measures

Increase percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN against 2015–2017 average.

Students demonstrate expected growth per semester across ACARA Learning Progressions relevant EAfS targets and expected timelines

Teaching & Learning is personalised, explicit and reflects evidence based best practice as demonstrated through observations, teaching & learning programs, PDPs and student data.

Progress towards achieving improvement measures

Process 1:   **Quality Teaching**

Teacher use effective teaching practices to support engagement in learning through:

* Personalisation of Learning & Intervention strategy

* Collaboration in school, LMAC and EI community

* Visible Learning strategies

Evaluation	Funds Expended (Resources)
Teacher Collaboration Days highly supported student data collection and analysis between teacher and interventionist. Data was used to form learning goals in 5 weekly blocks to directly support student learning Teachers employed 'Learning Intentions and Success Criteria' in lessons Personal learning goals were established through 3 way conferences, teacher observations and student work samples. Most teachers having this visible in the classroom. Professional development of SLSOs to support intervention within the classroom.	RAM Equity

Process 2:   **Quality Pedagogy**

Teachers employ evidence based explicit instruction pedagogies in all key learning areas including L3, Explicit Instruction & TEN

Evaluation	Funds Expended (Resources)
Evidence based pedagogy – EI evident in weekly teaching overviews in literacy and numeracy (break down of I Do, We Do, You Do). L3 – Fluid and flexible groupings based on reading behaviours Teaching and Learning Handbook consolidated across the school. Creating of the Explicit Instruction handbook for beginning teachers	RAM Equity

Progress towards achieving improvement measures	
School developed M–Cubed, utilising EI and L3 teaching strategies in Mathematics as a trial to bolster teaching and learning in Mathematics using proven strategies.	

Process 3: **Assessment & Tracking**

Progress is monitored through collection of quality, valid and reliable data through

* Progressions / Plan2

* Assessment Schedule

Evaluation	**Funds Expended (Resources)**
Student data (L3, TEN, phonics) analysed, monitored and shared at collaboration days along with reading level data wall created in staffroom Assessment schedule brought forth through the Teaching & Learning Handbook and was refined during the year	

Next Steps

1. Continuation of best practices through L3, TEN, 7 Steps of Writing and Explicit Instruction

2. Continuation of Early Action for Success (Phase 2) and support from Instructional Leader.

3. Continuation of collaboration days for staff to compare and analyse student data in order to inform best allocation of intervention resources.

Strategic Direction 3

School Learning Community

Purpose

To create, build and sustain stronger links with our community partners enabling further growth of the school, enhancement of our school environment and providing greater opportunities for all students to have a sense of belonging and connectedness.

Improvement Measures

Effective and innovative future focused practices which supports student engagement as evident through learning spaces, teaching and learning programs and use of technology to support learning.

Staff are supported with coaching and mentoring as demonstrated through PDPs, feedback, accreditation, higher accreditation and aspirant leader opportunities.

Increase community participation in events including 100% parent participation in 3 way conferencing by 2020.

Progress towards achieving improvement measures

Process 1: **Future Focused Learning**

Increasing opportunities for extra–curricular and Future Focused Learning including:

STEM / Problem Based Learning, flexible learning spaces and technology supporting learning

Evaluation	Funds Expended (Resources)
All primary classes deployed flexible seating, with infants classes taking on elements or deployment as well. Teacher observations also report student comfort in flexible seating, student choice in seating and groupings. Laptop fleet was improved to greater opportunity for students to engage with flexible technology to match learning environments.	RAM Equity School and Community Funds

Process 2: **Effective Systems & Processes:**

Developing better school systems and processes through: transition programs, SPPS Handbooks, school timetable management to maximise learning time and developing systems for induction, formal and informal coaching and mentoring

Evaluation	Funds Expended (Resources)
Informal mentoring in place and teachers were able to access different skill sets via different teachers, including crossing over between mainstream and support. Newly appointed teacher (targeted grad) was supported through a formal induction program created, based from the Strong Start, Great Teachers resource. PDP process to continue as is in 2019. Changes within the Executive (Relieving Instructional Leader became a substantive Assistant Principal and Instructional Leader returned from Maternity Leave) also saw a shift in the delivery of staff support and included both Assistant Principals and Instructional Leader completing Art of Leadership training for their own professional development.	RAM Equity

Process 3: **Community Engagement**

Building school growth and community involvement through: promotion & celebration (building school and student pride), School / Family partnership, 3 Way conferences and Increasing cultural identity and

Progress towards achieving improvement measures

Process 3:   Aboriginal perspectives

Evaluation	Funds Expended (Resources)
While we are working towards having 100% parent participation in 3 way conferences, all students had their personal learning goals progress / update included in their end of semester reports. Fortnightly assemblies continue to invite and welcome parents and now includes a "lucky door" prize for community who come to assemblies. Big events like Easter Hat, Concerts and Book parade are hugely popular and highly attended and further supported. During 2019 major construction began in the school in Term 2. This resulted in the removal of the school hall. Presentation assembly was hosted in our partner high school, Lake Macquarie High.	

Next Steps

1. Continuation of transition programs in its current form including, in partnership with Lake Macquarie High School, Head Start transition program.

2. Directions into future employment of Future Focused learning including innovative teaching spaces in alignment with the construction of new innovative learning spaces in 2020.

3. Ongoing development and support of the Lake Macquarie Area Collegiate in a greater schools community approach to professional learning and collegial support.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$13,829 (flexible)	• Professional learning for staff in best practices • Celebrated significant Aboriginal events with our school community • All Aboriginal students have Personalised Learning Pathways (PLPs) • Positive Behaviour for Learning – executive support, program implementation and support. • Additional SLSO time purchased to support K–6 students throughout the year.
Low level adjustment for disability	$14,095 (flexible)	• Professional learning for staff in best practices • Students requiring Individual Education Plans (IEPs) or Behaviour Management Plans (BMPs) • Additional SLSO time purchased for intervention to support K–6 students throughout the year.
Quality Teaching, Successful Students (QTSS)	$29,454 (flexible)	• Collaboration days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan. • Extra half hour RFF time per week per class
Socio–economic background	$83,885 (flexible)	• Intervention as school's contribution to Early Action for Success (EAfS) with intervention running K–6 • Additional Learning and Support Teacher (LaST) to support students and teachers. • Continuation of the Fleming model of Explicit Instruction. • Additional funding to support teacher professional learning, building staff capacity. • Upgrading resources and facilities in classrooms for students. • Student and parent financial support to access all areas of curriculum, such as excursions, uniforms etc. • Collaboration days for Mainstream and Support unit staff to collaborate, analyse data, track student progressions and plan.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	65	71	84	94
Girls	46	46	54	61

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	93.4	93.3	93.9
1	95.1	95.7	92.4	91.6
2	96.8	95.3	94.1	88.7
3	94.5	94.3	92.3	89.1
4	96	89.8	94.8	89.2
5	92.3	93.1	90.7	85
6	93.7	86.4	93.3	92.3
All Years	95	92.9	92.9	90.4
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)	2
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.91

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 **Actual** ($)
Opening Balance	161,987
Revenue	2,646,623
Appropriation	2,593,964
Sale of Goods and Services	16,292
Grants and contributions	35,253
Investment income	1,113
Expenses	-2,619,649
Employee related	-2,372,661
Operating expenses	-246,988
Surplus / deficit for the year	26,973

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	814,665
Equity Total	144,786
Equity - Aboriginal	13,829
Equity - Socio-economic	83,885
Equity - Language	962
Equity - Disability	46,109
Base Total	1,127,040
Base - Per Capita	36,416
Base - Location	0
Base - Other	1,090,624
Other Total	444,438
Grand Total	2,530,929

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Leadership Feedback Survey – Staff (excerpt) (End Term 2 2019)

My supervisor treats me like a professional. – 86% agree

I believe my supervisor feels I am an effective practitioner. – 93% agree

My supervisor visits my classroom regularly. – 50% agree

I feel empowered to make decisions about my teaching/practice. – 79% agree

In general, I believe our school is meeting the needs of our students. – 93% agree

I believe our school is working well in these areas:

Being an inclusive school

Catering for the needs of students

Good sense of community

Teaching

Intervention

Inclusion

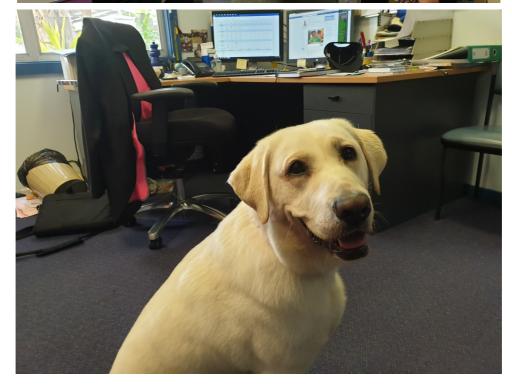**Parent Survey – Updating the Newsletter**
- Parents supported a "paperless" newsletter with the use of electronic means including Skoolbag app and Facebook.
- Principal's Message and important dates rated as the most important sections.
- Requests for student awards to be included in the newsletter.

This feedback is being incorporated in the 2020 newsletter

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.