Point Clare Public School

2019 Annual Report

4050

Introduction

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

Point Clare Public School is an inclusive, innovative and engaging learning environment that develops resilient, self directed learners. In our school the teaching, administrative and support staff are dedicated, accountable and inspiring professionals. Together we support the development of critical and creative thinkers and we make meaningful connections with our families and the wider community.

School context

Point Clare Public School is situated on the western side of Brisbane Water on the NSW Central Coast. In 2019 the school enrolment has increased by over 10% from the last school plan and now sits at 535 students making it a P3 school.

There are currently 17 Aboriginal students enrolled at Point Clare Public School and the school is now proudly part of the Cooinda Local Aboriginal Educational Consultative Group (AECG). Our school also has a diverse cultural spread with 31 distinct nationalities represented.

Point Clare Public School is a productive and collaborative member of the Gosford Learning Community (GLC). The school takes a leading role in delivering professional development activities within the GLC and collaboratively celebrates Education Week and NAIDOC week with the other GLC schools.

The school enjoys exceptionally strong support from a dedicated and hardworking P & C. Together we have established a strong relationship with the Central Coast Conservatorium of Music who are assisting the school to develop the school's inaugural musical band.

In this strategic plan, Point Clare Public School is focusing on the achievement of the NSW Premier's Targets as well as the improvement of our overall growth in NAPLAN proficiency rates for Years 3, 5 & 7.

To enhance the strategic plan, the school is also implementing a three–year school impact program based on John Hattie's "Visible Learning" research in conjunction with Empire Bay Public School.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

During Term 4 our External Validation (EV) team had the privilege of presenting our External Validation submission to our visiting Principal Support Leader and our Peer Principal. Our submission covered all 14 elements of the School's Excellence Framework (SEF) and I am very pleased to report that our school received glowing feedback. Each school is required to determine whether or not the school is excelling, sustain & growing, delivering, or working towards delivering for each and every element. The expected level for all schools is "delivering". Our school self–assessments were determined by the school staff validating available evidence against the SEF and the EV team agreed with the school's assessment on all bar two elements. Fortunately, on those elements that the panel disagreed with us, they decided to upgrade the school's rating which was very reaffirming. The school's improvement from 2016 to 2019 as measured by the SEF has been nothing short of remarkable. The improvement is due to a strong sense of collaboration and high levels of distributive leadership.

Strategic Direction 1

Engaging & Inclusive Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Improvement Measures

Increase the proportion of Aboriginal students in the top 2 bands of NAPLAN by 35% by 2020, where data is significant.

Improvement in the three–year trend data for 2015 –2017 for the number of students achieving in the top 2 skill bands in NAPLAN for the following areas in line with Premier's Targets;
• Reading: Year 3 – 60.3% Year 5 – 40.3% Year 7 – 27.6%
• Writing: Year 3 – 48.6% Year 5 – 23%   Year 7 – 24.84%
• Numeracy: Year 3 – 48.3% Year 5 – 35% Year 7 – 32.4%

Overall summary of progress

2019 was the second year of the three year School Strategic Plan. Our Visible Learning – School Impact Program is proving to be a wonderful transformational tool for Point Clare Public School. The program has challenged our collective thinking about teaching and learning with a highlight being the goal–setting of students which features in our student report cards each semester. Our PCPS students can identify Learning Intentions and can implement the Success Criteria for their work tasks. Our annual evaluation processes have indicated that we have already made strong progress in terms of our identified improvement measures. The achievement and/or partial achievement of these improvement measures are listed below.

Progress towards achieving improvement measures

Process 1:   LITERACY

Individual teaching and learning programs to meet the different educational needs of students through personalisation and differentiation. Key initiatives include; Visible Learning, Reading Eggs/Eggspress, Language Learning and Literacy (L3), CARS/STARS, ACER Online and 7 Steps to Writing Success.

Evaluation	Funds Expended (Resources)
Following an annual review of all internal and external data, the executive team has identified that there is clearly a strong impact being made by the Visible Learning program in the area of Literacy. This is confirmed by the excellent 2019 NAPLAN results which revealed that in Reading 73.6% of students scored at or above the expected growth score. In Numeracy, we had 64.8% and in Writing 59.3% of Point Clare Public School students scored at or above the expected growth score. The average school growth score was well above the NSW Government average score for all NAPLAN tests administered. The executive team has sought feedback from their Stage teams and has agreed to continue with the "7 Steps to Writing program" and the continued use of the Reading Eggs program for K–2 and the Cars & Stars reading program for Years 3–6. Additionally, the K–2 staff are investigating the "Structured Phonics Approach" as a possible professional learning opportunity for all K–2 staff during 2020. The consolidation of the home reading program also remains a priority for K–2 staff.	Literacy & Numeracy Funding $19,192 Stage funding Learning & SupportTeacher (0.7 FTE) $72,879 Literacy & Numeracy Intervention Teacher – 0.63 (FTE) **Funding Sources:** • Literacy & Numeracy ($19192.00)

Progress towards achieving improvement measures

Process 2:   NUMERACY

Use of assessment data to identify learning goals and provide personalised learning and differentiation for all students. Key initiatives include Visible Learning, Targeted Early Numeracy (TEN), Mathematics Building Blocks for Numeracy (MBB4N), ACER online and Matific

Evaluation	Funds Expended (Resources)
Following an annual review of all internal and external data, the executive team has identified that there is a clear need for further professional learning in the area of Mathematics. Identified courses to be included in 2020 professional learning opportunities are "Effective Primary Mathematics Practices" and "Visible Learning for Mathematics".	Literacy & Numeracy Funding $19,192 **Funding Sources:** • Socio–economic background ($40183.00)

Process 3:   FUTURE FOCUSED LEARNING

Implement and embed high–quality future focused teaching practices including STEM learning, code and 3D printing.

Evaluation	Funds Expended (Resources)
TTFM and school surveys indicate high levels of student engagement and teacher satisfaction regarding the STEM pilot and use of the 3D printers. The two highest–scoring items in the TTFM section – Eight Drivers of Student Learning are: "I help students use computers or other interactive technology to undertake research" (7.8) and "I help students to overcome personal barriers to using interactive technology" (7.4).	Principal Support Funding $28, 121

Next Steps

* Continue the employment of a Literacy & Numeracy Intervention Teacher using the staffing allocation of 0.63. This role will monitor students Below NMS and all those on an IEP in 2020.

* Visible Learning Effect Size calculations for Writing to all Stages of learning except for ES1. Effect Sizes to be calculated at the end of Semester One and Semester Two each year.

* Implement 5 weekly reading data collections for all Stages of learning.*

* Achievement data of ATSI students to be reviewed each term at the Executive data day.

* Consolidation of the PBL program – classroom phase.

Strategic Direction 2

Inspirational & Accountable Teaching

Purpose

To build the capacity of all staff to deliver evidence based learning experiences that are individualised, targeted, differentiated, engaging and challenging.

Improvement Measures

* Effect size measurements for Visible Learning indicators are all above 0.4.

* TTFM Survey data for "Data Informs Practice" indicates improvement from the 2017 baseline of 6.9 to above the NSW Norm of 7.8.

* Instructional Leadership pilot receives positive feedback from teaching staff (scores above 8.0).

* Beginning teachers successfully gain proficient accreditation. with NESA.

Overall summary of progress

The second year of lesson observations has been carried out with greater rigour than in previous years. The QTSS funding provides substantial opportunities for all staff to provide and receive feedback relating to their teaching. All processes and content are negotiated in a fair and equitable fashion. The improvement in the lesson observation process is largely attributable to the Visible Learning program which has helped refine our collective understanding of how to give helpful and constructive feedback.

Progress towards achieving improvement measures

Process 1: Implementation of a three year school impact program (SIP) – called Visible Learning in collaboration with Empire Bay Public School and Corwin Australia.

Evaluation	Funds Expended (Resources)
TTFM data indicates that staff understanding of visible learning has improved in 2019. This is evident in the survey item "School leaders have helped me establish challenging and visible learning goals for students (7.0).	$16,000 **Funding Sources:** • Professional Learning ($16000.00)

Process 2: Coaching and mentoring processes are developed, monitored and evaluated for Beginning Teachers.

Evaluation	Funds Expended (Resources)
Four teachers gained NESA accreditation as Proficient. All Beginning Teachers have achieved the 2019 PDP goals.	eTAMS website Strong Start Great Teachers website **Funding Sources:** • Support for beginning teachers ($55197.00)

Process 3: Lesson observations are conducted regularly and include thorough peer and supervisor feedback processes.

Evaluation	Funds Expended (Resources)
Staff feedback in the 2019 TTFM survey data indicates that they like to be observed by their supervisors. "School leaders have taken time to observe my teaching (6.6)". Additionally, teachers felt that they received more	Feedback proforma Documentation of the agreed

Progress towards achieving improvement measures	
beneficial feedback from their peers – "Teachers have given me helpful feedback about my teaching (6.8)".	processes **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($96695.00)

Next Steps

* Further professional learning with CESE (Centre for Education Statistics and Evaluation) for all staff regarding how to calculate EFFECT SIZE measurements and other statistical measures.

* Identify additional mentors and establish support programs for second year Beginning Teachers.

* Executive and aspiring staff to adopt the Lead standards for inclusion in the 2020 PDPs.

* Delivery of the TTFM survey of parents to be revised to generate a greater number of responses than the previous three–year average.

* Principal and other staff to join the STEM instructional leadership pilot.

Strategic Direction 3

Flexible & Responsive Partnerships

Purpose

To work collaboratively with the wider school community to provide high–quality systems, practices and opportunities that are flexible and responsive to our context.

Improvement Measures

* TTFM feedback indicates that 85% of parents and carers support the formalised feedback and interview processes implemented in 2018.

* Establish both a Training Band and a Performance Band. At least 50% of the Training Band transition to Performance Band by Term 4, 2018

* Over the 3 year plan timeline, student numbers increase for inclusion in Children's University and band.

Overall summary of progress

Our Kindergarten transition program expanded significantly in 2019 and featured greater involvement from our feeder preschools. The school band program expanded exponentially in 2019 with a training band also established to join the existing school band. Our performing band was awarded the gold award at the Central Coast Conservatorium of Music festival in 2019 as the best overall school band. An amazing achievement for a band in only the second year of existence. In terms of connecting with our AECG, Point Clare Public School has remained an active member of the Cooinda AECG and has attended many events in the GLC celebrating Aboriginal culture. Our Reconciliation Week and NAIDOC Week celebrations in 2019 were distinct highlights of the 2019 school year.

Progress towards achieving improvement measures

Process 1: ABORIGINAL COMMUNITY CONNECTIONS

Develop further educational and cultural links with all local Aboriginal community groups including Cooinda Local AECG.

Evaluation	Funds Expended (Resources)
Two staff attended the Connecting to Country conference. 100% of Aboriginal students had personalised goals for Literacy, Numeracy, and General Comment in their 2019 Student Report Cards. Reconciliation Week and NAIDOC events were very well attended by the community and students.	**Funding Sources:** • Aboriginal background loading ($14241.00)

Process 2: PARENT / CARER COMMUNITY CONNECTIONS

Improve parental engagement in their child's education through strengthening teacher / student / parent conferencing.. Promote increased student well –being initiatives by facilitating participation in school band program, Children's University program and Introducing the Student Wellbeing Support Program.

Evaluation	Funds Expended (Resources)
Parent–Teacher Interviews were highly successful with 74% of students represented. Changes to available times to include after school hours appointments did not make a significant impact on the number of interviews conducted. The school band program was expanded to include a training band. High levels of interest are evident across the school. The PBL leadership team secured a sponsorship agreement with Wiseberry Real Estate. Children's University program has expanded and now requires two teachers to co–ordinate the increased number of students.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($20000.00) • Socio–economic background ($5000.00)

Process 3: LEARNING COMMUNITY CONNECTIONS

Progress towards achieving improvement measures

Process 3:

Further improve existing links with our community of schools to ensure effective continuity of learning and smooth transition from Stage 3 to Stage 4; and from Pre–school to Early Stage 1.

Evaluation	Funds Expended (Resources)
Over 90% of Year 6 cohort transitioned to local feeder High School – Henry Kendall HS. Feedback from students and staff was that the transition program catered for all needs. The STARS program for at–risk students was warmly received by the community and was highly beneficial for all students involved.	**Funding Sources:** • Socio–economic background ($10000.00)

Next Steps

* Three staff to attend the AECG "Connecting to Country" conference in 2020.

* Expansion of the Parent / Teacher Interview process based on the feedback received in the 2019 Wufoo survey to include student–led conferencing.

* Establishment of the Yarning Circle at the western end of the top oval.

* Extension of the Kindergarten transition program to better support Early Intervention programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$13827 **Funding Sources:** • Aboriginal background loading ($13 827.00)	Strong support from community, staff and students for all Aboriginal Education initiatives was evident in 2019. $5,000 in funds has been carried over to support the development of a Yarning Circle next to the cricket nets.
English language proficiency	$14,241 **Funding Sources:** • English language proficiency ($14 241.00)	EALD staff member delivered a strong program to all eligible students and was actively involved in the local EAL/D professional development network.
Low level adjustment for disability	Staffing $74,701 for LAST Flexible funding of $46,579 **Funding Sources:** • Low level adjustment for disability ($121.00)	All funds were consumed for staffing purposes.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 0.884 FTE. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($96 695.00)	STEM program was highly successful and delivered high level educational experiences for all classes K–6. Lesson observations were conducted twice – once per Semester with 100% participation of all staff.
Socio–economic background	Equity loading $40,183 **Funding Sources:** • Socio–economic background ($40 183.00)	All funds were expended. End of year reviews indicated a change from Matific to Mathletics was the staff preference.
Support for beginning teachers	$55,197 **Funding Sources:** • Support for beginning teachers ($55 197.00)	Two first–year Beginning Teachers were supported by a strong mentoring process. Three teachers gained accreditation through NESA.
Targeted student support for refugees and new arrivals	NAP EAL/D Teacher 0.2 **Funding Sources:** • Targeted student support for refugees and new arrivals ($21 200.00)	All funding was utilised.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	247	254	246	249
Girls	257	276	277	277

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	94.5	94.2	94.8
1	93.7	93.9	93.4	94.7
2	95.2	94.1	94	92.6
3	94.7	95.1	93.3	93.7
4	94.1	94.2	93.8	93.6
5	94.3	94	94.6	94.4
6	95	94.4	95.2	94
All Years	94.3	94.3	94	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.67
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Staff at Point Clare Public School have participated in:

AECG Connecting to Country

Anaphylaxis

Austswim Accreditation

Children's University

Choral Festival

CPR and Asthma training

Creating quality Access Requests

Beginner Teachers conference

Code of Conduct

Dealing with Difficult People

Deputy Principal Conference

Disability Standards for Education for primary schools: Part 1

E–emergency Care

E–safety – cyberbullying

Festival of Music

Flexible Learning Space Design

Instructional leadership for school improvement

L3– OPL

Level 1 Athletics Officiating

Level 1 Basketball Coach

Level 1 Cricket Coach

Level 1 Football Coach

Level 1 Netball Coach

Language, Learning, and Literacy (L3)

Mandatory Child Protection Training 2019

NESA Curriculum Monitoring

New Best Start Training

PELT – Primary Executive Leadership

Positive Behaviour for Learning – Universal Prevention Classroom Systems of Support (10 hours)

PBL Team Refresher training

Preferred Training Networks

Rugby Union Modified Games Coach

SASS Conference

SAKG – Stephanie Alexander Kitchen Garden

Science Syllabus implementation

STEM T4L – 3d printing

Structured Literacy & Phonics Course A

Structured Literacy & Phonics Course B

Structured Literacy & Phonics Course C

Supporting Student Digital Wellbeing – e–safety

Unpacking the PDHPE K–10 syllabus

Visible Learning – Evidence in Action

Visible Learning – Inside Series: Feedback that Makes Learning Visible

Visible Learning – Inside Series: Effective Assessments for Teaching and Learning using the SOLO Taxonomy

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	798,015
Revenue	4,862,228
Appropriation	4,627,749
Sale of Goods and Services	4,100
Grants and contributions	225,243
Investment income	3,986
Other revenue	1,150
Expenses	-4,728,421
Employee related	-4,215,860
Operating expenses	-512,561
Surplus / deficit for the year	133,807

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.

The school uses strong systems to manage school funding. All staff are required to complete the "Corruption Prevention e–Learning Course" and both the School Administration Manager and the Principal have attended face to face support sessions in relation to managing the school budget with the Enterprise Financial Planning Tool. The identified surplus funding for 2019 has previously been identified as being committed to potential school fencing costs (approximately $80,000) and to support the Cooler Classrooms Initiative through NSW Schools Infrastructure ($50,000). The Cooler Classrooms school commitment will need to be retained until at least Term 3, 2022 when the works are expected to commence.

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	220,907
Equity Total	189,532
Equity - Aboriginal	13,827
Equity - Socio-economic	40,183
Equity - Language	14,241
Equity - Disability	121,281
Base Total	3,692,147
Base - Per Capita	122,716
Base - Location	0
Base - Other	3,569,431
Other Total	393,784
Grand Total	4,496,370

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.
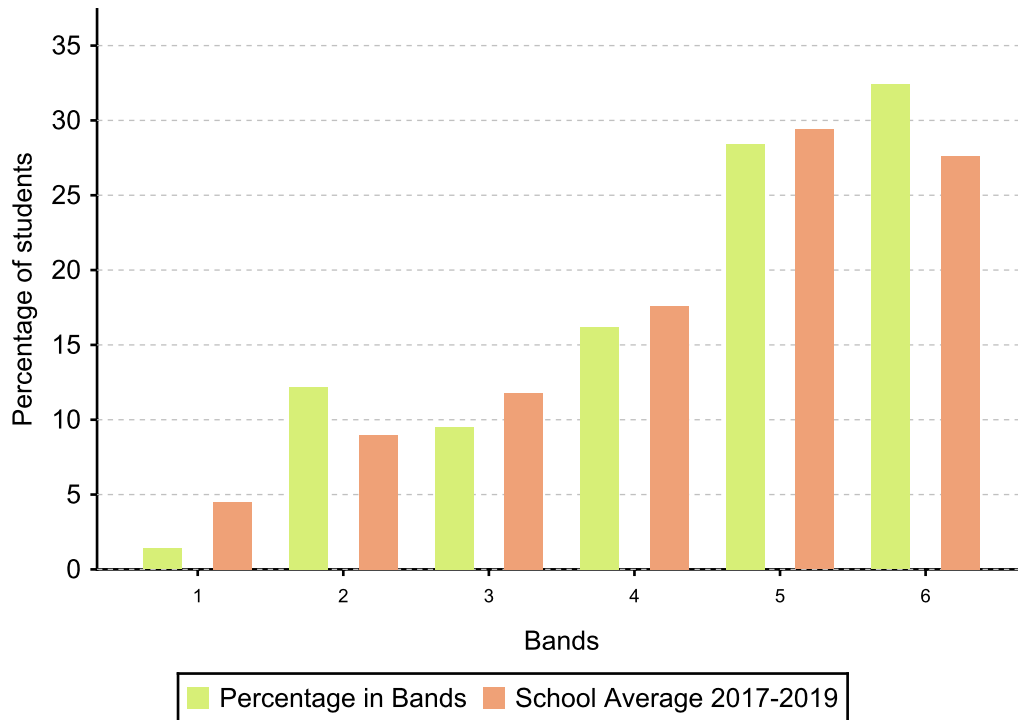
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
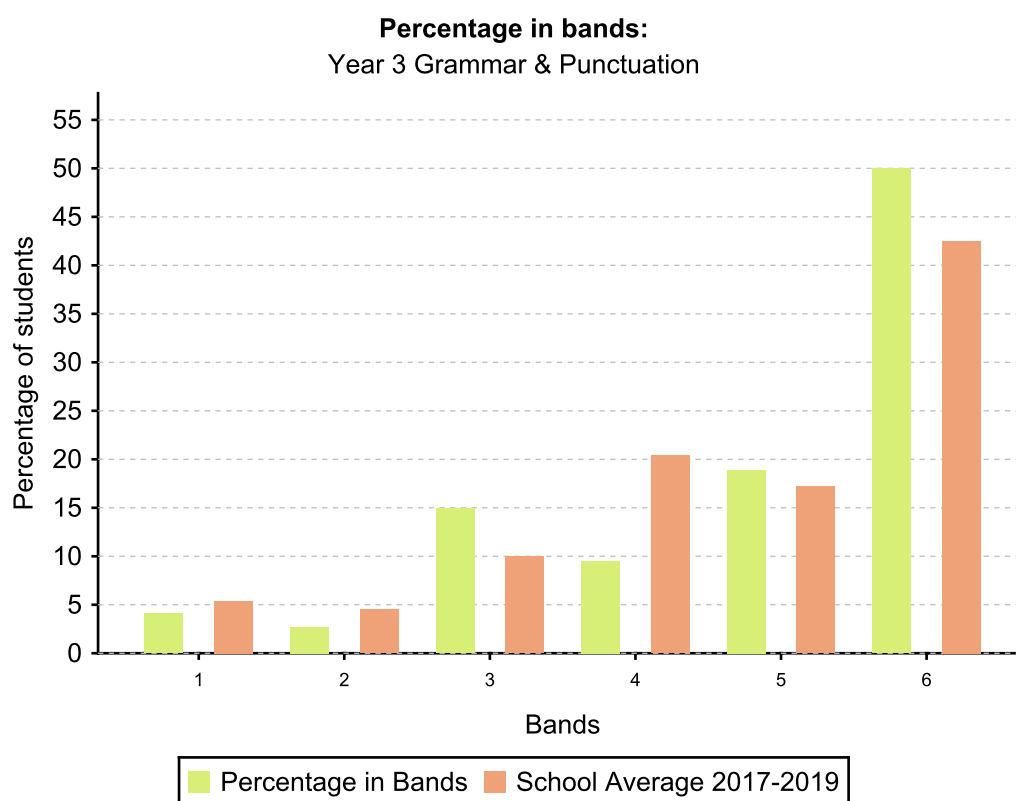
Band	1	2	3	4	5	6
Percentage of students	4.1	2.7	14.9	9.5	18.9	50.0
School avg 2017-2019	5.4	4.5	10	20.4	17.2	42.5

Percentage in bands:
Year 3 Reading
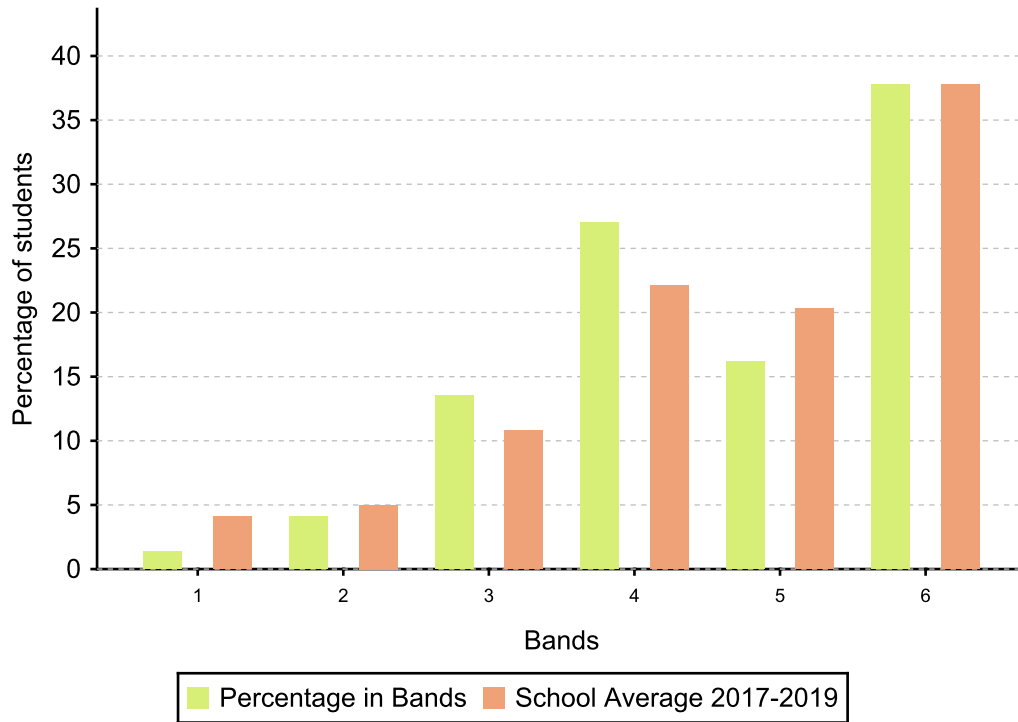
Band	1	2	3	4	5	6
Percentage of students	1.4	4.1	13.5	27.0	16.2	37.8
School avg 2017-2019	4.1	5	10.8	22.1	20.3	37.8

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	1.4	12.2	9.5	16.2	28.4	32.4
School avg 2017-2019	4.5	9	11.8	17.6	29.4	27.6

Percentage in bands:
Year 3 Writing
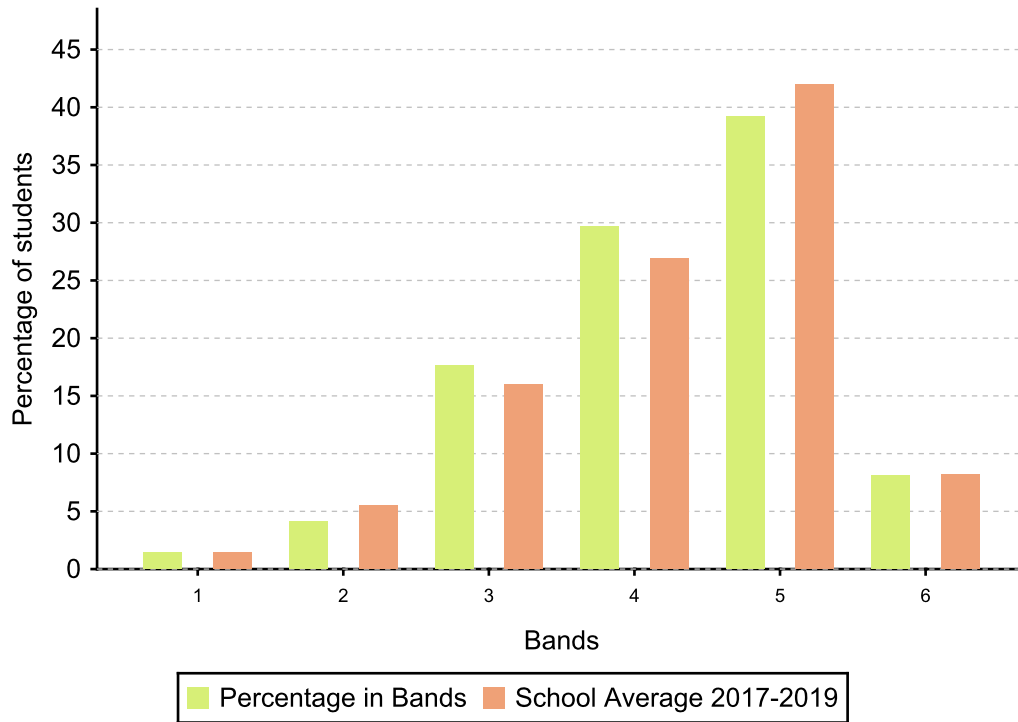
Band	1	2	3	4	5	6
Percentage of students	1.4	4.1	17.6	29.7	39.2	8.1
School avg 2017-2019	1.4	5.5	16	26.9	42	8.2

Percentage in bands:
Year 5 Grammar & Punctuation
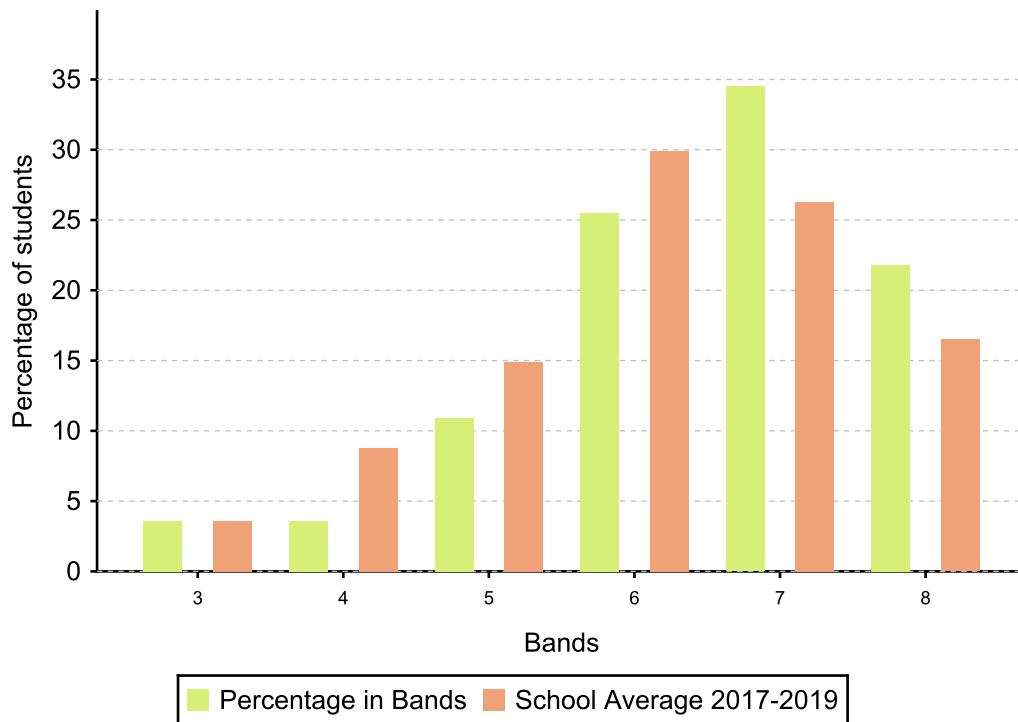
Band	3	4	5	6	7	8
Percentage of students	3.6	3.6	10.9	25.5	34.5	21.8
School avg 2017-2019	3.6	8.8	14.9	29.9	26.3	16.5

Percentage in bands:
Year 5 Reading
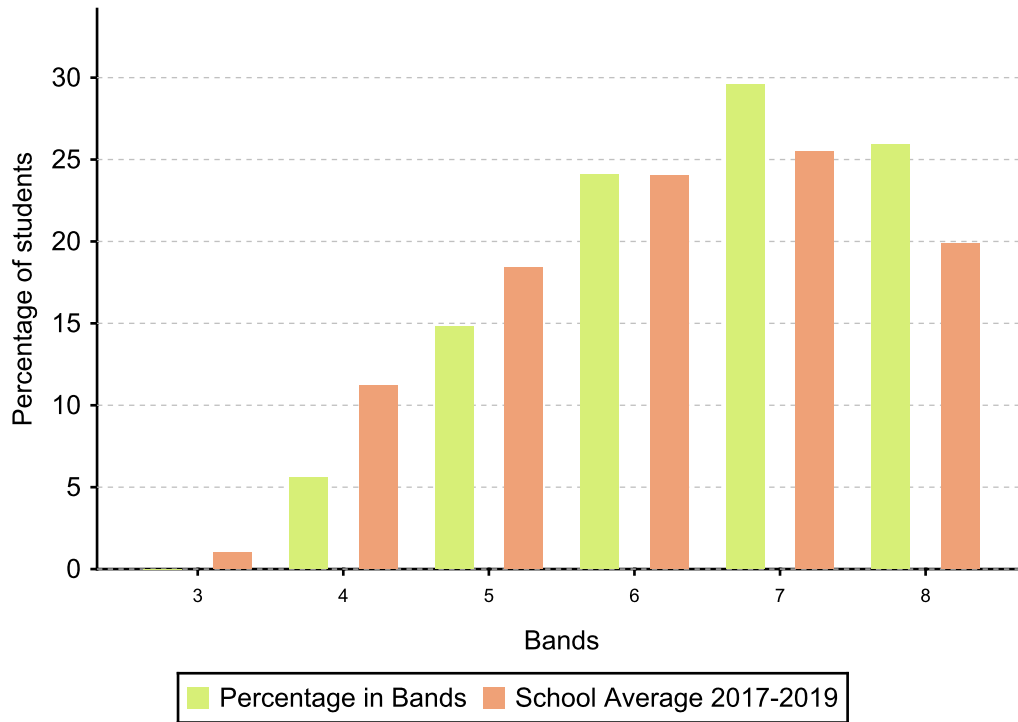
Band	3	4	5	6	7	8
Percentage of students	0.0	5.6	14.8	24.1	29.6	25.9
School avg 2017-2019	1	11.2	18.4	24	25.5	19.9

Percentage in bands:
Year 5 Spelling
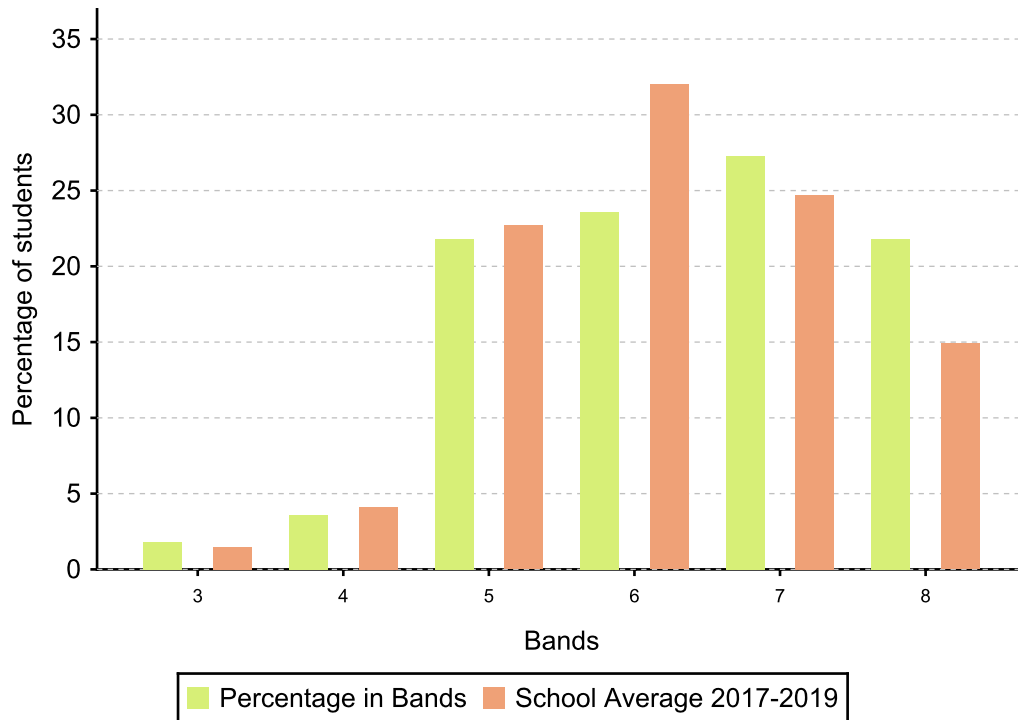
Band	3	4	5	6	7	8
Percentage of students	1.8	3.6	21.8	23.6	27.3	21.8
School avg 2017-2019	1.5	4.1	22.7	32	24.7	14.9

Percentage in bands:

Year 5 Writing
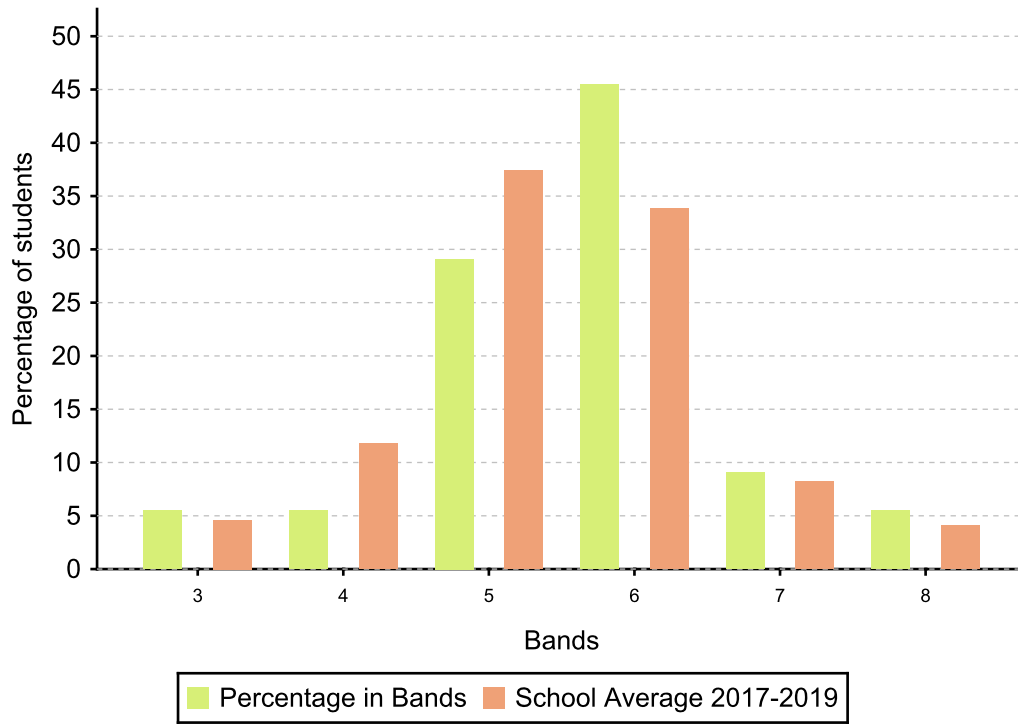
Band	3	4	5	6	7	8
Percentage of students	5.5	5.5	29.1	45.5	9.1	5.5
School avg 2017-2019	4.6	11.8	37.4	33.8	8.2	4.1

Percentage in bands:

Year 3 Numeracy
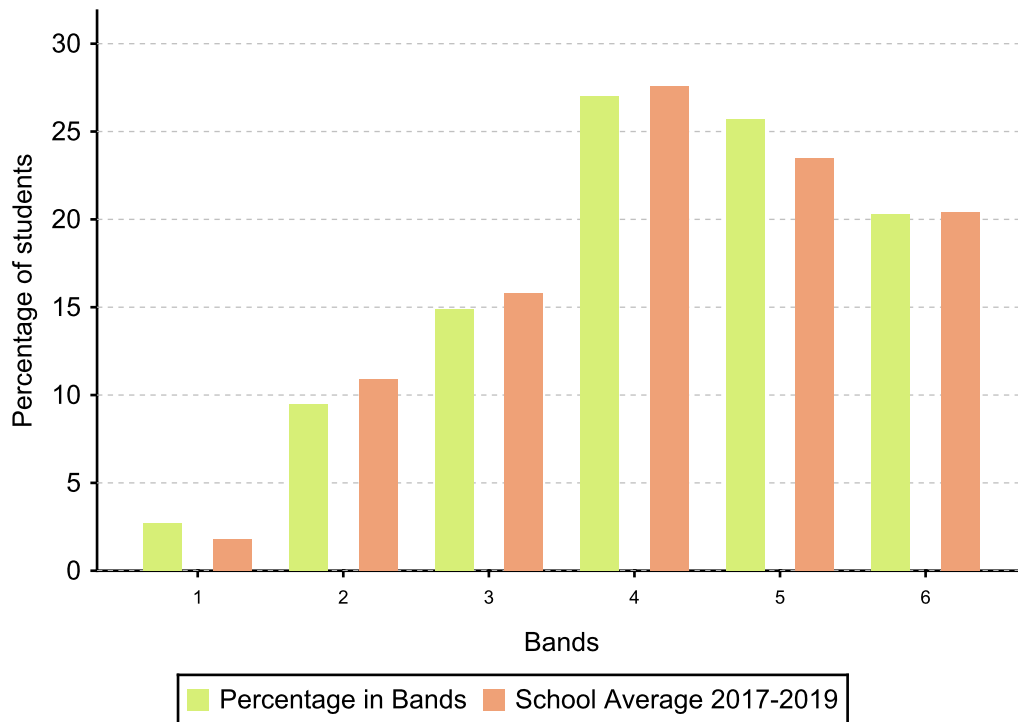
Band	1	2	3	4	5	6
Percentage of students	2.7	9.5	14.9	27.0	25.7	20.3
School avg 2017-2019	1.8	10.9	15.8	27.6	23.5	20.4

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Percentage in bands:
Year 5 Numeracy
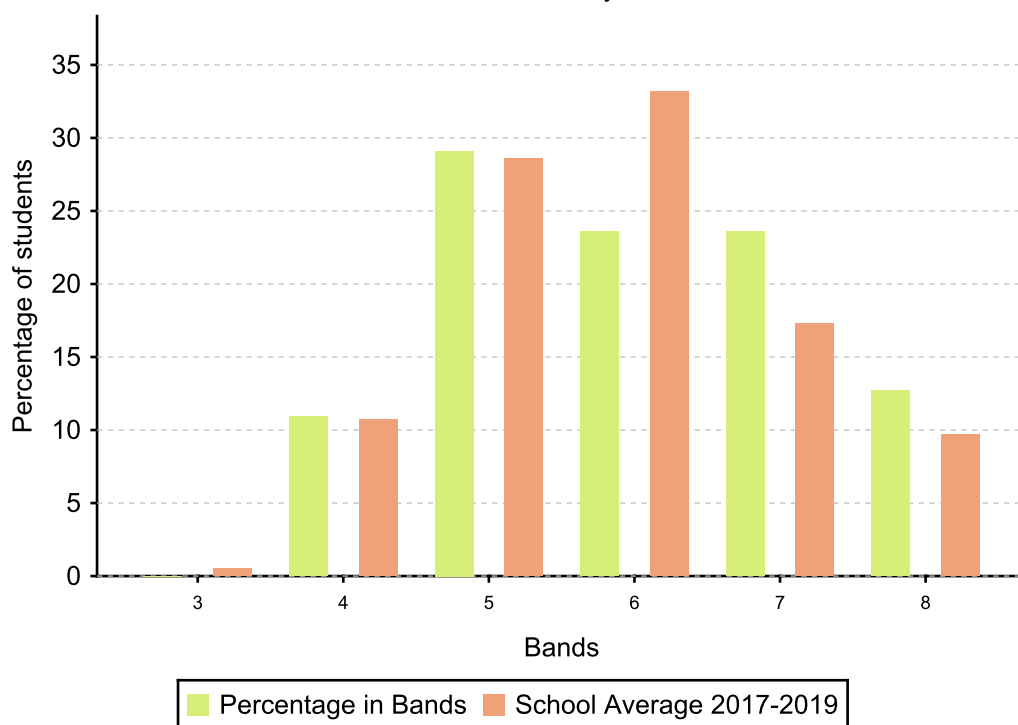
Band	3	4	5	6	7	8
Percentage of students	0.0	10.9	29.1	23.6	23.6	12.7
School avg 2017-2019	0.5	10.7	28.6	33.2	17.3	9.7

Our overall NAPLAN results for 2019 show significant improvement in almost every item assessed.

In relation to the Premier's Targets for Literacy, we have achieved pleasing results in 2019. Our Year 3 students have 54% of the cohort in the top two bands for Reading. This is 0.4% above our five–year average. Our Year 5 students have 55.5% of their cohort achieving in the top two bands for Reading. This is 21.7% above our five–year average result for Year 5 students. When compared to the NSW State Average and the Similar Schools Group (SSG), Point Clare Public School has 71.43% of Year 5 students achieving the expected growth rates in Reading.

In relation to the Premier's Targets for Numeracy, we have achieved improved results in 2019. Our Year 3 students have 46% of the cohort in the top two bands for Numeracy. This is 5.8% above our five–year average and just 2.3% below our projected improvement measurement for 2020. Our Year 5 students have 36.3% of their cohort achieving in the top two bands for Numeracy. This is 11.5% above our five–year average and is already 1.3% above our projected improvement measurement for 2020. When compared to the NSW State Average and the Similar Schools Group (SSG), Point Clare Public School has 69.39 % of Year 5 students achieving the expected growth rates in Numeracy.

Parent/caregiver, student, teacher satisfaction

Our Tell Them From Me (TTFM) survey feedback from parents highlighted several positive aspects of school communication channels including "I can easily speak with my child's teachers" (8.0) and that "the school's administrative staff are helpful when I have a question or problem" (7.6). Both ratings are above the NSW Government Norm of 7.4. Further to this, the formal parent–teacher interviews were rated by 90% of parents as being useful or very useful and 92% gave the same rating to the school newsletter. Parents and carers also reported a strong positive rating for student reports with the statement "reports on my child's progress are written in terms I understand (7.1)" which is significantly above NSW Government Norm of 6.6. One area of concern for parents was highlighted by the "Safety at School" responses. Despite reporting above the NSW Government Norm of 7.4 for "my child feels safe going to and from school (7.9)", our community has indicated that they feel we could improve our handling of bullying with the statement "The school helps prevent bullying" only returning a score of 5.7. This highlights an important area for further development in 2020.

Our TTFM feedback from students indicated that 92% of girls and 79% of boys felt that they have positive behaviour at school. Both numbers are above the NSW Government averages – girls +1% and boys +4%. In terms of being challenged at school, PCPS students reported that 50% of students placed themselves in the high skills / high challenge quadrant. This is 3% below the NSW average. In terms of reported bullying our students reported 4% lower than the NSW average. Our Year 4 students reported the lowest levels and were 14% below NSW average. In terms of explicit teaching practices, 89% of our students feel that the teachers set clear goals for them. This figure supports our own school data which indicates that our Visible Learning program which includes goal setting for every student K–6 in Literacy & Numeracy is having a significant, positive impact for our students.

Our TTFM feedback from teachers showed further improvement from previous years in key areas. In terms of "Leadership" Point Clare Public School teachers scored above the NSW mean (7.0) for the statement "I work with school leaders to create a safe and orderly school environment" (7.9) and for "School leaders have supported me during stressful times" (7.5). In terms of "Collaboration", our staff believe that we are working at a high standard as indicated by the 8.6 rating for the statement "I discuss learning problems of particular students with other teachers" and the 8.2 reported for "I work with other teachers in developing cross–curricular or common learning opportunities". Both ratings are well above the NSW Government Norm of 7.8. In terms of "Data Informs Practice" our staff are rating themselves highly. This is reflective of the impacts our three–year Visible learning program is having. This is best shown by the ratings for the statements "my assessments help me understand where students are having difficulty" (8.4) and "I use formal assessment tasks to help students set challenging goals" (8.2). One area for further development in 2020 is the "Technology" domain in which we are matching the NSW Government Norm of 6.7 overall. The area identified for strengthening is the statement "I use computers or other interactive technology to give students immediate feedback on their learning" (5.3). This area could be addressed with further professional learning around Google Classroom and interactive quiz software such as Kahoot, Socrative, or Sli.do.

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.

Our Aboriginal Education team continues to ensure that we honor significant cultural milestones and embed Aboriginal perspectives into the curriculum for all Stages of learning from K–6. For Reconciliation Week, we participated in cultural activities through our partnership with Henry Kendall High School and also with local Aboriginal artists Koomurri at a school level. In 2019 our school was fortunate to have two staff selected to attend the AECG Connecting to Country professional learning event. Both staff members reported that the event was a highlight of their professional development as teachers. these staff members will lead the development of our own Yarning Circle in 2020. Our 2019 NAPLAN assessments indicated that no Aboriginal students achieved below NMS. With only two (2) students in total participating in NAPLAN, the scores could not be reliably compared to the Premier's Targets.

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.

We have implemented the Anti–Racism Policy and have a staff–elected ARCO (Anti–racism Contact Officer) who has a mediation, procedural, educational, and monitoring role. In 2019 no incidents of racism were reported to our ARCO. Our Harmony Day event for 2019 featured a focus on the cultures of our own community with a large scale performance of cultural songs and dances performed by the children of many cultural groupings including the Hunter Chinese Language School led by Mrs. Caroline Ding. This event was well supported by the P & C Association and a large cross–section of the Point Clare community.

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, Point Clare Public School represents 31 different cultures represented by 79 students. This represents almost 15% of our school population. We have again provided strong community language programs including French, Spanish and Mandarin which were all very well attended. Additionally, we have employed an English as an additional language or dialect (EAL/D)teacher for two (2) days per week in 2019.

In 2019 we have focussed on developing a shared understanding of "Intercultural understanding" which is a key capability in NSW syllabuses learning across the curriculum content. Teachers at Point Clare Public School understand the complexities of culture, its relationship with individual identities, views and perspectives.