

2020 Annual Report

Port Macquarie Public School



2899

Introduction

The Annual Report for 2020 is provided to the community of Port Macquarie 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 vision

Port Macquarie Public School is committed to creating a quality teaching and learning environment together with parent/community partnerships, where our students will be given opportunities to become successful in growing and functioning in an ever-changing world.

School context

Port Macquarie Public School is part of the Hastings Valley Community of Schools. Our school caters for 442 students who come from a variety of cultural and socio-economic backgrounds. Sixty identify as Aboriginal and 44 use English as their second language. The school also caters for 60 students with special needs in both specialised and integrated learning settings. The District Opportunity Class is also part of our school.

The staff team is a mix of experienced teachers and those commencing their careers. Six staff members are maintaining teacher accreditation at the proficient level. Support Staff enhance learning opportunities for students requiring extra learning support, who are of Aboriginal background or whose second language is English.

The school receives Equity Funding, based on socio- economic and cultural background, to enhance learning opportunities for all students. *Highway Heroes ,KidsMatter and Positive Behaviour for Learning (PBL)*are significant student wellbeing programs in the school.

Our P&C is a small, but active, group of parents who review policy, planning and finance with the school as well as raise funds to enhance opportunities for students.

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	2020 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Wellbeing

Purpose

A strategic whole school approach to wellbeing in which every student is known, valued and cared for to ensure their individual potential is developed.

Improvement Measures

- School self-evaluation against the School Excellence Framework validates a growth from sustaining and growing in the areas of the Learning domain element of Well being and Behaviour.
- A 10% increase in student engagement and well being in the Tell Them From Me student survey data.

Progress towards achieving improvement measures

Process 1: *Highway Heroes*

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>'Highway Heroes' Module implementation;</p> <p>The Highway Heroes classroom learning modules and scope and sequence have now been developed and are being implemented across the school to the support social and emotional learning of students (PD/H/PE) .</p> <p>Culture of "Highways Heroes" in the school;</p> <p>We are seeing:</p> <ul style="list-style-type: none">• less physical responses from students;• students are able to talk through their issues when they seek help from teachers;• a common language and strategies are now used across the school - this is predictable for students; and• this program is now incorporated into the student welfare system and has become part of the school culture instead of standing as two separate systems. <p>School Excellence Framework</p> <p>The schools on balanced judgement at this time has been that we have moved from sustaining and growing to excelling in this area as we believe that our systems are embedded and data demonstrates that this having a consistent and positive impact.</p>	

Process 2: *Wellbeing framework*

The school's wellbeing approach focuses on creating an effective environment for learning.

Evaluation	Funds Expended (Resources)
<p>Our wellbeing system now supports students through the incorporation of language and strategies from the Highway Heroes program. Our tiered system allows for students to rectify and resolve issues in a timely and supportive manner so that there is minimal impact on learning time in the school.</p> <p>Wellbeing system</p> <ul style="list-style-type: none">• Tiered system to support student well-being has been designed, and reviewed and is now implemented through the 'Highway Help' room;	

Progress towards achieving improvement measures

- Parent communication with the new system has also been reviewed by staff and adjusted - this now goes out to parents at the start of each year ;
- The School P&C body have endorsed the program;
- Executive staff in the Highway Help room are using the system as part of a support structure to enhance student understanding of social and emotional learning and expectations of behaviour; and
- behaviour incidents are recorded on EBS Central and a consistent approach to the follow up takes place.

19 Staff completed the TTFM Survey;

144 students completed the TTFM Survey in Snapshot 1. 161 students completed the TTFM Surveys in Snapshot 2;

- Student responses from Snapshot 1 to Snapshot 2 have shown 2.3% decreases in Institutional, Social and Intellectual engagement areas from Snap shot 1. Some have stayed the same.
- Parent responses indicated a confidence in their children using social media and having the knowledge of what their children were accessing online. Parents of older students were wanting to know more about accessing social media sites.
- Parents also showed an overall agreement that they felt welcome at our school, that our school was inclusive, that their children felt safe at school, that our school supported positive behaviour and learning, that they supported learning at home and were informed about our school from a number of sources including newsletters.
- Teachers showed confidence in knowing and understanding the reviewed wellbeing system in our school, They now feel more confident in their understanding of the process and their role in the wellbeing system

Strategic Direction 2

Engagement

Purpose

To become actively connected to their learning, student engagement levels need to be promoted through a culture that is strongly focused on learning that is relevant, meaningful and provides the skill set to be successful participants in a society where technology is paramount.

Improvement Measures

- The school is able to evidence growth from Sustaining and Growing to Excelling in the Teaching Domain element of Effective Classroom Practice.
- Early Stage One- 80% of students reaching Benchmark levels in reading and writing.
- Stage One- 80% of students will be achieving Stage One outcomes in literacy.
- SMART data shows a positive growth in trend data for Yrs 3, 5 and 7 in reading and writing.
- Special Education- 10% increase in students moving to a more independent level in Personalised Learning Plans.

Progress towards achieving improvement measures

Process 1: Technology

Ipad technology is effectively used to enhance learning and service delivery.

Evaluation	Funds Expended (Resources)
<p>Technology engages students in our school with their learning throughout the school day. IPads and laptops open opportunities for students to engage in many forms of interactive and online platforms from Kindy to grade 6. All students learning is enhanced through technology and its applications. Laptops and Ipads are used during Literacy lessons to enhance the writing process for students, allowing students to publish quality work through different mediums including PowerPoint, notebook, slideshows, google docs etc</p> <ul style="list-style-type: none">• Stage 2 and 3 have now 90 new laptops to support classroom engagement and learning;• the school has successfully engaged in online platforms for internal and external assessment opportunities such as NAPLAN and Check-In assessments;• k-6 students periodically engage in coding and robotics across the school;• Dept. of Ed. Connected Country Wi-Fi is set up in the school; and• K-2 have a basic robotics club within the school and are using "Blue Bots" and "Bee Bots"	

Process 2: Lesson Planning

Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information about students progress and achievement.

Teachers are proficient in their teaching of literacy, meeting the needs of students on their stage.

Evaluation	Funds Expended (Resources)
<p>Our lesson study model at PMPS is embedded into our school culture for both teacher and student improvement. Teachers meet regularly (fortnightly) to:</p> <ul style="list-style-type: none">• develop new curriculum aligned programs;• enhance, review and differentiate pre existing programs;• moderate student work (for consistency in judgement);• write success criteria and rubrics- for report accurately; and to• share current evidence based practice. <p>Teachers have demonstrated through survey and observation results, an</p>	<ul style="list-style-type: none">•

Progress towards achieving improvement measures

improved understanding of best-practice in regards to the teaching of Literacy. The development of teachers understanding of the Letter and Sounds and Close reading practices have seen students results in reading improve drastically and are reflected in both external and internal assessment data. PL in the effective teaching of writing has boosted teacher confidence in delivering quality, effective writing programs.

We have intern developed our k-6 Literacy plan which supports teachers and new staff to the school feel confident in what is expected when teaching Literacy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$81 446.00) 	<p>Aboriginal Equity funding was used initially to continue to engage a full time Aboriginal Student Learning Support Officer (ASLSO). Our ASLSO worked alongside teachers in the academic, social and cultural support of students. Quicksmart was delivered to Aboriginal students in Stage Two and Three who required whole number support. This officer also supported senior students in the Norta Norta learning intervention. Our ASLSO also provided a point of contact for our Aboriginal families and supported staff and families in the development, implementation and review of Individual Learning Plans.</p> <p>Staffing changes led to this ASLO not being available so an Aboriginal Learning Support Teacher was engaged 3 days per week to continue with learning support. This was also impacted by COVID disruptions. This teacher was able to initiate high level academic and well-being support for students. This teacher will be engaged full time from 2020.</p> <p>The school has an active Aboriginal Education Committee (Guruk) which includes community members. This group supports all aspects of Aboriginal Education planning and monitoring in the school. Professional learning was impacted by COVID.</p>
English language proficiency	\$3220 flexible .2 staffing Terms 2-4 Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$3 220.00) 	<p>The engagement of a teacher for 1 day a week throughout Terms Two to Four enabled both withdrawal and in class support to identified students. 7 students received support at the Beginning, Emerging or Developing level. This support was able to be absorbed into the LaST Program which then meant students were able to receive language support at least 3 - 5 times per week at the beginning, emerging and developing levels on the Learning Progressions.</p>
Low level adjustment for disability	1.9 FTE Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$92 173.00) 	<p>In 2020 students were not able to access the Community Tutor Program due to COVID restrictions.</p> <p>QuickSmart ran with 2 SLSO's 3 times a week for 30 mins per student. Although COVID impacted on learning continuity, all students successfully completed this intervention and were able to apply skills back in to the classroom.</p> <p>In the 2020 ESES Program Model 1 SLSO continued to work full time in each stage which enabled students greater access to assisted programs. This meant that students were able to see SLSO's on a more regular basis for targeted Literacy and Numeracy assistance individually and in small group situations. As a result of more SLSO's the LaST Team was able to focus on more Intensive Individual Programs and Behaviour</p>

Low level adjustment for disability	<p>1.9 FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$92 173.00) 	<p>Intervention. Due to the impact of COVID, our stage LSO's also provided extra well being support to students and their families. A comprehensive review of our intervention support will be conducted throughout 2021.</p> <p>Our LaST teachers supported students both socially and academically when referred via our Learning and Support team. Throughout 2020 intervention guidelines were maintained which continued to ensure that targeted needs were supported by effective and timely programs. Our LaST teachers also provided significant support to students as a result of COVID impact.</p>
Quality Teaching, Successful Students (QTSS)	<p>.886 FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Executive staff accessed this resourcing time to facilitate and lead lesson study throughout the school as well as stage reflection on assessment and reporting, writing and comprehension. Exec worked alongside our Leaders of Learning to up skill themselves in leading targeted collegial teaching and learning development of staff.</p> <p>Targeted support from District Office was initiated to support staff in the effective teaching of writing and reading and associated formative assessment. These officers mentored and co planned our direction with executive staff.</p> <p>Executive staff also engaged in joint sessions to focus on school planning and evaluation processes as well as whole school well being initiatives. This enabled many high order initiatives to be implemented which directly impacted student well being.</p> <p>Many initiatives were impacted as a result of COVID.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$419 583.00) 	<p>Funding in this area was once again used strategically in a variety of ways to support student learning and well being.</p> <p>The school continued to engage a Leader of Learning to support stage teams in Lesson Study. Each stage determined their focus area based on student need. Writing, comprehension, spelling and student well-being were focus areas across the school. Leaders of Learning supported staff in collaborative planning and reflective practice.</p> <p>Funds were once again allocated to engage additional Student Learning Support Officer (SLSO) time, particularly in Early Stage One, to provide academic and social support to students. Working alongside teaching staff our SLSO's supported all students in Literacy and Numeracy via in class or withdrawal support. SLSO's also worked to support the positive well-being of students through provision of emotional support and implementation of strategies for students to use based on our Highway Heroes language and strategies. There was an increased</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$419 583.00) 	<p>reliance on these staff to support the well-being of students impacted by COVID restrictions.</p> <p>Extra teaching staff were engaged to work alongside Early Stage One and Stage One staff to implement targeted learning in literacy and numeracy based on student need. The introduction of 'Letters and Sounds' was also a major focus and strong professional learning was provided.</p> <p>The well-being of students and families continued to be strengthened through our community's decision to release our Deputy Principal from class. Our Deputy Principal continues to provide social and emotional support for students and families so as to analyse data which continues to result in engagement of students based on individual needs. We strengthened this process in 2020 by releasing an Assistant Principal to coordinate whole school well being programs and provide ongoing support for families.</p> <p>Proactive case management and student support plans continued to be a strong focus with families feeling positive and supported, due to their involvement and guidance to staff, on individual directions for their children.</p> <p>The Little Dolphins Pre to Kinder student and family transition program resulted in continued strong participation . As a result of COVID restrictions this transition program was facilitated via on line capabilities. A reduced number of visits to the school were implemented. It still remained a very effective program in transitioning children and families into our school.</p>
Support for beginning teachers	nil	No funding received in 2020
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$708.00) 	Integrated into English Language Proficiency

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	244	243	237	233
Girls	198	189	197	201

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	94.7	93.5	87.7
1	92.5	94.7	92.4	85.5
2	91.8	93.8	92.7	87.3
3	95.3	92	93.1	89.1
4	92	91.2	90.2	85.6
5	91.4	91.3	90.3	86.7
6	90.9	88.3	89.8	86.3
All Years	92.6	92.2	91.7	86.9

State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.16
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.3

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	579,036
Revenue	6,481,680
Appropriation	6,425,727
Sale of Goods and Services	14
Grants and contributions	54,314
Investment income	1,625
Expenses	-6,492,523
Employee related	-5,957,046
Operating expenses	-535,477
Surplus / deficit for the year	-10,844
Closing Balance	568,192

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.

	2020 Approved SBA (\$)
Targeted Total	132,849
Equity Total	804,271
Equity - Aboriginal	81,466
Equity - Socio-economic	419,583
Equity - Language	3,220
Equity - Disability	300,003
Base Total	4,316,423
Base - Per Capita	116,582
Base - Location	2,574
Base - Other	4,197,267
Other Total	880,682
Grand Total	6,134,225

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

TTFM Surveys 2020

- 77 Parents completed the TTFM Survey as we continued to keep the survey open for all parents K-6;
- 19 Staff completed the TTFM Survey;
- 144 students completed the TTFM Survey in Snapshot 1;
- 161 students completed the TTFM Surveys in Snapshot 2;
- Student responses from Snapshot 1 to Snapshot 2 have shown 4-13% decreases in Institutional, Social and Intellectual engagement areas. Some have stayed the same.
- Parent responses indicated a confidence in their children using social media and having the knowledge of what their children were accessing online. Parents of older students were wanting to know more about accessing social media sites.
- Parents also showed an overall agreement that they felt welcome at our school, that our school was inclusive, that their children felt safe at school, that our school supported positive behaviour and learning, that they supported learning at home and were informed about our school from a number of sources including newsletters.
- Teachers showed confidence in knowing and understanding the reviewed wellbeing system in our school, but identified the challenges of meeting the needs of all students when supporting behaviour.

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.