Our school at a glance

Messages

Principal’s message

2010 was an extraordinary year for Macksville Public School. It was a year in which resources both physical and financial came into the school. Our new hall and canteen are excellent facilities which add a new dimension to what the school has to offer. Our inclusion in the Low SES National Partnerships program has provided us with substantial funding which goes directly into Teaching and Learning. The success of this program has been clearly documented and evaluated with evidence of outstanding achievements across the whole school community. Our school is a very positive and innovative learning environment and I am very proud to be a part of such a dynamic team.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Glenn Thorncroft

Principal

P & C message

As the President of the P&C I would firstly like to thank the fantastic group of parents and community members for your ongoing support of P&C this year when taking on roles or just being involved.

In mid-2010 the Fundraising group was disbanded as we didn’t have enough volunteers to keep it going. However, we did manage to conduct a few fundraising activities. The annual Easter Egg raffle was held, there was a Mother’s Day stall, and a successful movie night. Thanks to all of our volunteers for putting in the long hours and raising valuable funds for our school. P&C funds helped support students who represented our school at state and national sporting events and also purchased additional educational resources as requested.

The P&C also held a free gala BBQ at the end of the year, to thank all the students and staff for such a fabulous year. It was a great opportunity to introduce parents to the beautiful new school hall, which was completed at the end of the year. Thanks to the Canteen Committee and volunteers who keep it all together so that the children and staff can access an affordable service within the school. A very big thank you to Wendy, our able Canteen Supervisor, the keeper of the small business that runs on an oily rag.

To the staff, thank you for supporting all parents for the year.

Over the next few years, Macksville Public School will continue to go through huge changes. A significant amount of Federal Government money has been allocated to the school to help support the ongoing professional development of our teachers, to improve outcomes for students and increase community participation. The key word in this project is Partnerships. Support your child, your child’s teachers, support staff and, most importantly, keep informed. Don’t be scared to attend community meetings, forums, open get togethers or anything that is offered. Be involved, and make the effort to come along and be a part of the school culture.

Thanks to all for your continued support of Macksville Public School.

Sharon Cooke

P&C President

Student Council Crazy Hair Day
Student representative’s message

As your girl School Captain for 2011 I would like to thank our outgoing Captain Georgia Craven. Georgia was a worthy captain who led the school very well. She was always willing to help around the school. Whenever there was a special day she was there participating and happy to take part. When the day came to nominate for the position of School Captain I considered what a great school we have and also what needed to be done. It was quite a shock to be elected but I am so proud to be a captain of Macksville Public School.

Alexandra Viles

I began my schooling in 2005 and every year we had two School Captains we voted for. To me our captains are very important. They are someone who we can look up to, someone we can go to if we have a problem, someone we can aspire to, and someone who can liaise with teachers if the need arises. Last year we had Trent and Georgia who did a good job. I believe that Alexandria and I can do even better in 2011. As for our teachers, they do have their workload; they are here before school starts and often here after we all go home. They look after us in school hours and teach us to become better students. There could be a future Prime Minister among us, or a doctor or a vet. We need to consider that our primary school teachers help to get us prepared for the future. It may be ten years away. So thanks.

Damian Cross

2010 Captains & Vice Captains

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Management of non-attendance

Student absences of more than 3 consecutive days without explanation are followed up by a phone call from office staff. The Principal or his delegate makes contact with families of students whose attendance is of concern. Where student
attendance continues to be an issue, referrals are made to the Home School Liaison Officer.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1 G</td>
<td>K</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>K-1 G</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>K N</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 U</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 H</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1-2 I</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>1-2 I</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>3 A</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>K B</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3 B</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3-4 C</td>
<td>3</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>3-4 C</td>
<td>4</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>4 V</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4-5 HT</td>
<td>4</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>4-5 HT</td>
<td>5</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>5-6 I</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5-6 I</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5 S</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6 Y</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6 M</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2 M</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.23</strong></td>
</tr>
</tbody>
</table>

Two of the teaching staff at Macksville Public School identify as Aboriginal. In addition, the school has an Aboriginal Education Officer and two part time Aboriginal Learning Support Officers as part of our staffing entitlement.

**Staff retention**

The staff retention rate is high with little movement, however, in coming years the turnover will increase significantly due to the number of teachers reaching retirement age.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
The Great Aussie Rickshaw Ride

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust receipts</td>
<td>9 861.79</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>882 504.22</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24 736.53</td>
</tr>
<tr>
<td>Excursions</td>
<td>50 644.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36 889.68</td>
</tr>
<tr>
<td>Library</td>
<td>9 333.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 123.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>327 950.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>64 816.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>57 031.85</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39 664.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 294.62</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 232.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>638 717.33</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>243 786.89</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

Our students were able to participate in a number of Arts related programs and initiatives. In 2010 there were both primary and infants choirs. The choirs performed on occasions individually and as a combined group.

Band tuition continued to grow in popularity, with students able to select from a variety of instruments. Their performance was a feature of our annual Presentation Day.

Once again our Dance group were very popular and performed at two Dance Festivals as well as a number of school and community events. The theme for 2010 was Middle Eastern and the performances were widely acclaimed.

The “Have Go Show” proved to be a very popular event and is now on the annual calendar. A wide range of performances from students K-6 included dance, singing, instrumentals, drama and comedy. Once again two of the most popular acts performed at the Annual Presentation Day event.

Our Exotic Dancers
Sport

Sport continued to play a vital role in the educational experience at Macksville Public School. Our top individual performances included

- Tannah Bradshaw and Trent Stack qualified for the North Coast Swimming Championships. Tannah scored 3rd place in the backstroke and butterfly and went on the represent North Coast at the State Swimming Championships
- Trent Stack (Rugby League/Football) and Lily Borg (Football) took part in the North Coast trials
- Georgia Craven was selected to represent Mid North Coast at the North Coast Netball trials and went on to represent the North Coast at the State Netball Championships.

Teams from our school also took part in State Knockouts including Netball, Football, Rugby League and Oz-Tag.

Other

Debating and Tournament of the Minds (TOM)

Our Debating team entered the Premier’s Debating Challenge. They finished as Zone Champions. The team, comprising Elizabeth Argue, Tamara Wood, Georgia Craven and Sophie Crowley exhibited commitment and dedication and were excellent representatives for our school.

Seven very talented students competed in the Mid North Coast Tournament of the Minds. The team delivered spirited performances in both the spontaneous and prepared sections. The students were wonderful ambassadors for our school and we would like to thank them for their time, effort and commitment.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.9</td>
<td>71.5</td>
<td>61.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>85.1</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.3</td>
<td>72.0</td>
<td>75.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>85.0</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Our school continues to lead the way in Aboriginal education. Once again we held very well supported Reconciliation and NAIDOC Week celebrations which involved our community and Elders. A highlight was a display of local Aboriginal art.

Our Community Liaison Officer and Aboriginal Education Officer combined to promote and implement Traditional Indigenous Games across the school and district, a project that involved other schools, community members, students and staff, pre-schools and other organisations and was hugely successful.

All students took part in a Gumbaynggirr language program with local Aboriginal tutor Michael Jarrett.

As a culmination to the completion of the Quality Teaching Indigenous program, an event was held to showcase and celebrate the wide range of innovative and engaging projects over the life of the program.

**Multicultural education**

Multicultural perspectives are included in class programs across the curricula. Several classes also studied other cultures as HSIE units.

**Respect and responsibility**

In 2010 Doing Things Together (DTT) was successfully implemented at Macksville Public School. Staff from other local schools took part.

DTT is based on the themes of Courtesy, Cooperation and Consideration. Vertical groups K-6 compete for the title of Champion Group by completing cooperative challenges around the school. It is a highly innovative program in which students get to experience respect and responsibility in action. Parents and community
members participated. The feedback from the event was very positive.

Doing Things Together

**National Partnership Programs**

2010 was the first year of our involvement in the Low SES National Partnership Program. It is a four year project. This initiative attracts substantial funds which are used to improve literacy, numeracy and participation. Schools are given a degree of choice around innovations and ideas. Our projects included a class free executive, additional team based learning time for teachers, and a Community Liaison Officer. In addition a Learning and Community Centre with a full time coordinator was established. The outcomes in our first year were outstanding. There were many positive outcomes including a significant improvement in our NAPLAN results, increased teacher access to professional development and resources, a greater degree of parent involvement and participation, an increase in the range of support services and programs for staff, students and community and delivery of regional programs at our school. Our Priority Schools Program funds and staffing component were imbedded in National Partnerships within the school plan.

An extensive situational analysis is available on request.

**Progress on 2010 targets**

**Target 1**

*To decrease the students achieving in the bottom two bands in Reading from 26% in Year 3 and 45% in Year 5 to 16% in Year 3 and 25% in Year 5 by the end of 2010*

Our achievements include:

- A reduction of 12% achieved in Year 3;
- A reduction in of 16% achieved Year 5; and
- Significant improvements in the top two bands in both Year 3 and Year 5.

**Target 2**

*To decrease the students achieving in the bottom two bands in Number from 27% in Year 3 and 37% in Year 5 to 11% in Year 3 and 17% in Year 5 by the end of 2010*

Our achievements include:

- A reduction of 11% achieved Year 3;
- A reduction of 13% achieved Year 5; and
- Overall numeracy results indicate a reduction in the bottom two bands in Year 3 of 15% and 19% Year 5.
Target 3

*Increased opportunity and access to Interactive Technology for students and staff*

Our achievements include:

- 5 new IWB’s installed;
- All staff had access to training; and
- Evidence of interactive technology.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Culture and Mathematics.

**Educational and management practice**

**Teaching**

*Background*

Students in Years 2-6, Teaching Staff and parents were invited to complete the SchoolMap survey on Teaching.

**Findings and conclusions**

*In terms of evaluation, in line with the SchoolMap best practice statements:*

- The great majority of respondents felt that what students are asked to learn was important, indicating that students are provided with relevant curriculum;

- Teaching programs are designed to respond to students’ interests, needs and abilities;

- While students and teachers were generally positive, 50% of parents felt there was more need for teachers to collaborate with students in the learning process;

- Class room strategies are in place to maximise student learning;

- Assessment processes are ongoing and provide information on students’ strengths and areas for further development;

- Assessment processes are both formative and summative; and

- While parents and teachers agree that assessment tasks are understood by students and parents/caregivers, 30% of students did not feel this was the case.

**Future directions**

There is a need for students to be more involved in the learning process and to collaborate with teachers in particular in relation to assessment tasks.

**Curriculum**

**Literacy**

*Background*

Staff, students and parents were surveyed on aspects of Literacy.

**Findings and conclusions**

- Responses to the teacher survey on literacy indicate that our teachers feel that they understand the English syllabus and are confident in implementing it;

- Data from NAPLAN is used in terms of both school and classroom strategies;

- Our teachers hold high expectations of students and themselves;

- For students, areas in which some less positive responses were recorded included 18.9% of students did not feel that they had good Talking and Listening skills, 13% did not feel that they had good
writing skills and 16% indicated that English work was not challenging for them;

- 20.8% of students did not feel that their teacher tells them what they are doing well in English;
- 40% of parents do not feel that their child enjoys reading; and
- 20% of respondents do not feel that their child is a confident reader for his/grade level.

**Future directions**

Continue to explore ways in which the expectations and beliefs of students and parents can be more closely aligned to those of staff.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

*Students in Years 2-6 were asked to complete a simple satisfaction survey.*

Only a relatively small percentage of students surveyed indicated that they were not satisfied (Boys 7.5 % and Girls 2.5%). A total of 10% of the students surveyed.

*Girls responses overall were more positive than those of boys.*

Of the 55 families surveyed no respondents indicated total dissatisfaction with the school. A total of 83.6% of people are satisfied overall.

**Professional learning**

Professional Learning Funds were spent in line with the School Plan. The focus areas were Literacy, Numeracy, Information and Communications Technology and all staff understanding and interpreting NAPLAN data. National Partnerships funds were also used to release an executive teacher to oversee professional learning along with additional professional learning time for all staff.

Regular fortnightly meetings after school were held with a professional development focus. All staff, teaching and non-teaching took part in CPR and Emergency Care training.

The average expenditure per teacher based on our professional learning tied grant was $950.

Visit by Author DC Green
School development 2009 – 2011

Targets for 2011

Target 1

To increase the students achieving in the top two bands in Writing from 40% in Year 3 and 21% in Year 5 to 45% in Year 3 and 30% in Year 5 by the end of 2011

Strategies to achieve this target include:

- A whole school focus on Writing, specifically targeting skills in relation to the craft of writing;
- A specific focus on preparing Years 3 and 5 for NAPLAN on a group and individual basis and on Years 2 and 4 in the second semester; and
- Implementing Accelerated Literacy in Stages 2 and 3. Two people from each stage to undergo training and work with staff in Team Based Learning time.

Our success will be measured by:

- An increase of 5% of Year 3 students in Bands 5 and 6 in NAPLAN Writing;
- An increase of 9% of Year 5 students in Bands 7 and 8 in NAPLAN Writing; and
- A corresponding increase in students achieving grades A&B in school based assessment in Writing.

Target 2

To increase the students achieving in the top two bands in Number from 29% in Year 3 and 16% in Year 5 to 34% in Year 3 and 25% in Year 5 by the end of 2011

Strategies to achieve this target include:

- A whole school focus on Number, specifically targeting skills in word problems, multiplication and division;
- A specific focus on preparing Years 3 and 5 for NAPLAN on a group and individual basis and on Years 2 and 4 in the second semester;
- School based numeracy intervention based on individual and group NAPLAN analysis K-6 using the LCC as a mode of delivery. In class and withdrawal using 2 tutors (10hpw) x 30 weeks.

Our success will be measured by:

- An increase of 5% of Year 3 students in Bands 5 and 6 in NAPLAN Number;
- An increase of 9% of Year 5 students in Bands 7 and 8 in NAPLAN Number; and
- A corresponding increase in students achieving grades A&B in school based assessment in Number.

Target 3

90% of teachers using Interactive Technology to design and deliver quality teaching and learning

Strategies to achieve this target include:

- Purchase and install a further six Interactive Whiteboards;
- Train staff in Connected Classroom and VC technology; and
- Staff professional development via in school and after school demonstrations and workshops.

Our success will be measured by:

- More teacher access to ICT technology;
- Evidence of ICT strategies in Teaching and Learning; and
- Increased staff confidence and understanding of interactive technology.

Easter Hat Parade
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Glenn Thorncroft Principal
Debbie Grenenger Assistant Principal
Ron MacDonald Assistant Principal
Kirstin Knight Community Liaison Officer
Sharon Cooke P&C President

School contact information

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Fax: 65682277
Email: macksville-p.school@det.nsw.edu.au
Web: www.macksville-p.schools.nsw.edu.au
School Code: 2444

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: