2009 Annual School Report
Macksville Public School

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message
My first year at Macksville has been quite extraordinary. During the 2009 school year we experienced six major rain events and had to evacuate students on bus runs on three occasions! It was also a year in which unprecedented resources and programs were established. Our inclusion in the Priority Schools Program (PSP) and the staffing and financial resources that came with it were most welcome. Via PSP we were able to purchase three interactive whiteboards, purchase substantial resources for literacy and numeracy, employ a Community Liaison Officer and provide support for students and staff at various levels. Through the National School Pride program we were able to build new covered walkways, address playground and building maintenance and paint the school. Perhaps one of the biggest decisions early in the year was how to spend our entitlement under the national Building Education Revolution stimulus package. Planning is well under way and building is soon to commence on a new 14 core hall, canteen and COLA.

I must admit I was pleasantly surprised with what I found at Macksville Public. Our school community has a proud history and strong community support. Our students demonstrate a high level of school and community pride. Our staff, teaching and non-teaching, are dedicated and committed to providing quality education. There is a high degree of harmony and cultural awareness. It is clear that everyone is committed to doing things "The Macksville Way".

Our inclusion in the Low SES National Partnership program is exciting and very welcome. Over the next 4 years our school will receive additional funding of approximately $1000 per student per year for 4 years to address literacy, numeracy, teacher professional development, community engagement and participation. The latter part of 2009 was taken up with preparing for this extensive program and preparing a Situational Analysis and Revised School Plan. There is a high degree of accountability involved with National Partnerships, but I am confident the plans, projects and innovations we will put into place will have very positive outcomes for students, and will build the capacity of our entire school community.

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

P&C President's 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 the many varied groups that make up P&C.

We had the Fundraising group led by Bettina who, with her merry band of workers, held a fete, Father's Day breakfast, Mother's Day stall and Easter raffle. Thanks 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.

To the parents who participated on the school sub committees such as PSP, QTIP team, School Evaluation Teams, thanks.

We were the lead school in the region by gathering a large supportive group of parents, staff and community members to take our concerns for the huge jump in daily attendance costs of the very important Swim and Survive program to the local Nambucca Council, and were given the opportunity to address the Council on our concerns and to offer a recommendation to Council.

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 be going through a huge change; the education revolution is really about to begin. We will have new buildings, all the others freshly painted and walkways. A significant amount of Federal Government money will be 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 about the partnerships that are to begin. Don't be scared to attend community meetings, forums, open get togethers or anything that is offered. Be involved,
make the effort to come along and be a part of the changing school culture. You deserve to be a partnership player. Those of you who have attended P&C and who know me will understand that when asked to take on the role of President, it was with the consent that I would chair the meetings, attend the varied sub committees as needed but I would not be able to commit to events such as fetes and stalls. I offered a commitment that I would use my ability to chase grant money.

I was informed late in 2009 that we were successful in achieving a $4,700 grant from the Australian Government Volunteers Small Grants 2009 for Macksville Public School, to be used to purchase new barbeques, adult size tables and chairs, eskies and other make life easy bits so the P&C committee and school community will have spanking new tools of trade to work with. I hope it makes your volunteering easier.

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

Mary Lawler

**Student representative’s message**

It has been an honour and a privilege to be elected as your school captains for 2009, and the duty to set an example to the rest of the school will be a wonderful memory. As captains we were your leaders and friends. We’ve had a wonderful and adventurous year and will remember our final year at Macksville Public School very fondly. We have enjoyed organising and running our school assemblies in conjunction with our fellow prefects. A special memory was the Anzac Day March. Placing our wreath on the Cenotaph was very moving. We also took part in Remembrance Day, again placing the wreath gave us a tingle down our spines.

It has also been an honour to work with our new Principal Mr Thorncroft. He always listens to what really matters and has introduced us to a new behaviour system where we all start on Gold. We also thank Mr Thorncroft, the S.R.C and our teachers for organising many great events for our Gold Days. These included a pool party, movie day, ‘S’ day, and a day at Scotts Head beach. We also were buddies for two very special kids who loved our company and we loved theirs. We helped them settle in at the beginning of the year and to make new friends. As we now approach the end of the 2009 school year we look at how far the kindergarten children have come along and how great it was to be their buddy. This is a Macksville School tradition and we are sure it will continue, as it is a great way to welcome our youngest students of the school in order to make them feel safe and part of our great school from the start.

Other highlights of the year have been Representative Sport, Tournament of the Minds, Public Speaking and Debating, Academic Competitions and Community Services including the ANZAC March, Remembrance Day, Clean Up Australia Day and Showtime. We also had the opportunity to participate in the Young Leaders Conference in Sydney with our fellow prefects. The ‘Have-A-Go Show’ was also a huge success, which highlighted the very talented students of our school. Other memorable moments include being given the responsibility to organise and operate the sport shed at lunch times and to be asked to help around the school when the need arose. This highlights the importance of no matter what your role is, everyone can help to make our school a better place for all.

We have wonderful staff members at this school and it sad to say goodbye. Miss Wynn is also leaving us and so we bid her farewell and wish her good luck. We would like to thank everyone in our whole school community and our Year 6 teachers Mr MacDonald and Ms Yates for giving all of us a great year, a fantastic excursion to Canberra and preparing us for High School. Good luck to all the students. We will miss primary school, the staff and the students. It was a great privilege to be your captains and the experience will remain in our hearts forever. It has been an amazing year for us all and we wish Trent Stack and Georgia Craven all the best for 2010.

Brooke Chapman and Oliver Gadsby

2009 Captains & Vice Captains
School context

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>203</td>
<td>184</td>
<td>188</td>
<td>183</td>
<td>209</td>
</tr>
<tr>
<td>Female</td>
<td>199</td>
<td>188</td>
<td>193</td>
<td>182</td>
<td>204</td>
</tr>
</tbody>
</table>

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 the office staff. The Principal 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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>1 W</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1-2 U</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1-2 U</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>2 G</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2 I</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2-3 B</td>
<td>2</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>2-3 B</td>
<td>3</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3 L</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3-4 V</td>
<td>3</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>3-4 V</td>
<td>4</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>4 C</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4-5 S</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>4-5 S</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5 B</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5 I</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6 M</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6 Y</td>
<td>6</td>
<td>26</td>
<td>26</td>
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<tr>
<td>K G</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K N</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K R</td>
<td>K</td>
<td>20</td>
<td>20</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>Part Time Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>0.62</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>Priority Schools Program Supplement</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.122</td>
</tr>
<tr>
<td>Total</td>
<td>25.86</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 Aboriginal School Learning Support Officers as part of our staffing entitlement.
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>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>59,069.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>232,210.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>287,399.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>88,346.80</td>
</tr>
<tr>
<td>Interest</td>
<td>5,376.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,486.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>682,889.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30,023.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>44,424.64</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31,517.47</td>
</tr>
<tr>
<td>Library</td>
<td>8,199.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>424.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>249,434.96</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>65,456.74</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>51,577.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,660.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,843.11</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,787.79</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>539,351.13</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>143,537.91</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 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 2009
Providing a rich range of learning and extra-curricular experiences is an important part of our school philosophy.

Achievements

Arts
In 2009 there were both primary and infants choirs. In addition there was a Stage 1 recorder group. Tuition for individuals in a range of musical instruments was provided by two qualified tutors.

Our program in Dance was notable and the dance group performed at Port Macquarie Dance Festival as well as the Nambucca Valley Community of Public Schools combined Showtime spectacle.

The inaugural “Have a Go Show” in December was an outstanding success with a wide range of students K-6 performing song, dance, drama and comedy. Several of the most popular acts were invited to perform at the end of year Presentation Day.

Have A Go Show

Sport
2009 was a year of mixed performances. We saw a year which included some great individual and team performances along with floods which
created havoc with the draws and event timetables.

Our top individual performances included:
- Derrick Vale - 3rd place Bronze Medal in Shot Put NSW PSSA and 3rd place Bronze medal at the Australian Championships,
- Jaymee Fuller - 11 Years Girl Champion at the North Coast PSSA Championships,
- Tai Kelly - North Coast Open Rugby League Team at NSW State Championships, and;
- Jastin Walker - Selected in the North Coast 11 Years Rugby League team.

Our top team performances included:
- Open Rugby League team - Round 4 of the State Knockout, and;
- Boys Touch Team - Round 4 of the State Knockout.

Once again the philosophy of ‘Active Kids are Healthy Kids’ prevailed and Macksville Public School students were encouraged to participate in sport and to exhibit sportsmanship in all endeavours.

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 the 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).

Other
Debating and Tournament of the Minds (TOM)
Our debating team had a successful year in the State Debating Competition. Following success at the local level they went on to become Zone Champions. They were defeated in the state quarter finals by the eventual winners Laurieton Public School.

Our school also had two teams who competed in TOM 2009 in Port Macquarie. The teams impressed all with their enthusiastic, innovative and spontaneous performances and clever presentations.

Literacy – NAPLAN Year 3

2009 Swimming Carnival

Percentage of students in bands:
Year 3 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
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<tr>
<td>5</td>
<td>20</td>
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<tr>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
</tr>
</tbody>
</table>

- Percentage in band
- School average 2007 - 2008
- State average 2009
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.
Year 3 students in our school at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and 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>

Year 5 students in our school at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and 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

Priority Schools Program

In 2009 our school was included in the Priority Schools Program (PSP); a four year program which provides resources, financial and staffing, to schools identified as serving low socio-economic communities. The priority focus areas of PSP are literacy, numeracy, student and community participation.

In 2009, our staffing component was used to increase our Reading Recovery Teacher allocation and Support Teacher Learning. It was also used to provide additional relief time for school executive to enable them to better support teachers and students.

The financial grant was used to purchase three interactive whiteboards for classrooms, provided significant resources to support school targets in literacy and numeracy and contributed to teacher professional development.

Using PSP funds we also employed a Community Liaison Officer (CLO), Kirstin Knight, whose main role was to increase and promote community partnerships. This proved to be a very successful initiative. Our CLO was active in the community forging ties and close associations to the school and wider community. In particular, our partnerships with local preschools have been greatly enhanced.

Using our CLO to liaise with parents and gather information and opinions directly resulted in a greater understanding of our community and more inclusive plans for the future.

Along with our Publicity Officer Jan Reibel, Kirstin was very active in the promotion of the school and enhancing our reputation across the valley.

In 2010, we plan to purchase a further three interactive whiteboards and continue to purchase resources in literacy and numeracy in line with the school plan and identified needs. The CLO position will be funded full time from funds provided by the Low SES National Partnerships program.

Aboriginal education

Our culturally aware and inclusive policies are an important component of our harmonious environment. At Macksville Public School we take great pride in our achievements in Aboriginal Education.

Quality Teaching Indigenous Project (QTIP)

2009 was the final year of the school's participation in QTIP: Significant outcomes as a result of QTIP included:

- All student projects were shared with staff, students and Project Advisory Team members,
- All Action Learning Team members have kept reflective journals and have shared these throughout the year informally at after school meetings,
- Students produced high quality work samples,
- Knowledge of traditional and contemporary Aboriginal Culture is embedded into classroom and whole school practices,
- Involving community in school projects resulted in student and community members displaying a greater sense of belonging,
- Relationships between teachers, students and parents are stronger as a result the partnerships formed through projects,
- The broader Aboriginal Community and DET Officers involved in Aboriginal Education provided very positive feedback to our school on our commitment and ongoing efforts with our Aboriginal students,
• Positive changes and improvements in teachers’ practice that have been observed as a result of participating in this action learning project,
• The School’s use of our Aboriginal Education Workers has changed to a much more inclusive model,
• The Aboriginal Community is more involved in regular assemblies and celebrations, and;
• Materials and resources were developed which are more relevant to our students, both culturally and in terms of engagement.

We now have two Aboriginal teachers at our school and 3 Aboriginal workers on our team. All students now have access to a Gumbaynggirr Language Teacher. The acceptance of the importance of embedding Gumbaynggirr culture into the School is no longer questioned.

Our school culture has changed.

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

Respect and responsibility
A component of our revised Student Welfare and Discipline Code was the introduction of School and Community Service Awards for students. Any student who performs a service within the school or community is able to request a School and Community Service Award. These awards proved very popular with students and were handed out at assemblies and in classrooms for a wide range of services, including ANZAC Day, Clean Up Australia, class and school based jobs, playground clean up and assisting other students. Students in Years 2-6 are also required to receive 3 of these awards as part of the requirements of nominating for Diamond Level.

Student Welfare

Earlier in the year, following consultation with our staff, students and community, we introduced an innovative new Welfare and Discipline Code where every student starts each term on Gold Level. Throughout the year, over 95% of students remained on Gold and took part in our Gold Day events. In addition, 144 students in Years 2-6 were presented with Diamond Level awards. The success of this new policy in its first year of operation was impressive. Thanks to the staff for their support in implementing this change and to our students, who are so enthusiastic and overwhelmingly well-behaved.

Gold Day Term 2

Progress on 2009 targets

Target 1
_A decrease in the number of students achieving below stage outcomes in the strand of Writing by 10%

This target was achieved.

Our achievements include:
Overall 17.62% fewer students assessed at grades D & E in Semester 2 reports compared to Semester 1, and;

An average of 23.5% fewer students assessed at grades D & E in Semester 2 reports compared to Semester 1 for students in Years 1-3.
Target 2

A decrease in the number of students achieving below stage outcomes in the strand of Number by 10%

This target was close to being met.

Our achievements include:

- 9.34% fewer students assessed at grades D & E in Semester 2 reports compared to Semester 1,
- An average of 28% fewer students assessed at grades D & E in Semester 2 reports compared to Semester 1 for students in Year 5, and;
- An average of 24% fewer students assessed at grades D & E in Semester 2 reports compared to Semester 1 for students in Year 2.

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 2009 our school carried out evaluations of Culture and Mathematics.

Educational and management practice

In 2009 an evaluation of School Culture was conducted.

Background

Teaching staff (20 responses), students in Years 2-6 (268 responses) and parents (103 responses) were surveyed using the SchoolMap survey on culture. The results were collated and analysed using the SchoolMap best practice statements.

Findings and conclusions

The culture of Macksville Public School is positively endorsed by its school community. The Leadership of the School is credited with being culturally aware, responsive to students and family needs and active in promoting shared goals and values. Several areas were identified as requiring improvement:

- Clarity and cohesion, including student participation, in the face of necessary fundamental change,
- Supporting the welfare and learning of staff,
- Attracting and involving new staff,
- Helping all students feel valued, and;
- Engaging marginal learners through Quality Teaching.

Overall, all groups agreed that:

- The school's main priority is meeting the needs of students,
- The school's culture fosters a sense of belonging and collective responsibility,
- The school understands and responds to the context of its community,
- School leaders influence school culture to enable the achievement of the school's purpose, and;
- The school's structures and strategies recognise and celebrate achievement.

Future directions

An induction and information process needs to be developed for new staff. The focus on expanding and developing community involvement and partnerships needs to be further enhanced and systematic. Student engagement is a priority.

Curriculum

Mathematics was the curriculum area evaluated in 2009.

Background

Students in Years 2-6 (266 responses) and teachers (20 responses) completed surveys online. Parents were given a paper survey (119 responses).

Findings and conclusions

A significant number of parents do not feel the school keeps them well informed

The vast majority of parents would like to attend a parent session in Mathematics.

Overall, our parents are very positive about the teaching of Mathematics.

An overview of the areas that parents identified for workshops has been collated for each Grade.

Additional comments summary:

- Parents expressed a desire for an overview of the mathematics to be taught for the year to go home, and updates throughout the year to be given,
- Overall, there is great concern over the new teaching methods and terminology. Parents don't know how to help at home, and;
- The importance of times tables also features highly.

Overall our students:

- Generally feel positive about Maths,
- Did not feel that games and computers were used in Maths,
- Were positive about how Maths can help them,
Felt textbooks were the main focus,
Were positive about class cooperation and their teacher’s role, and;
Responded very positively in relation to the support they receive from teachers.

Overall our teachers:
Have a good understanding and are explicit in the delivery of lessons,
In some cases require assistance to better cater for students requiring additional support,
Consider resource availability as an issue,
Regard professional development and support as a very important area of need, and;
Rarely use SMART Data results to inform teaching.

Future directions
Parent workshops and information sessions around Mathematics are an important priority for 2010. Resource purchase and management needs to be planned according to the needs of teachers and in line with the school plan. Sufficient funds are to be allocated to resources in Mathematics. Teacher professional development must include a focus on NAPLAN and using SMART Data for all teachers. Assisting teachers to support students with additional needs should also be incorporated into the school plan.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Professional learning
Professional Learning Funds were spent in accordance with the school plan. 100% of teachers took part in professional learning activities, school based and external. All teachers attended the combined school development day in Term 2 at Nambucca Heads High School. Three staff attended the North Coast Quality Teaching Conference.

Regular fortnightly staff meetings were held with a professional development focus across a range of curriculum areas. All teachers had access to introductory and advanced courses on Interactive Whiteboards and Notebook software.

All staff, teaching and non-teaching, took part in CPR and Emergency Care training.

The average expenditure per teacher on professional learning in 2009 was approximately $962.

School development 2009 – 2011

Targets for 2010
As part of our inclusion in the Low SES National Partnerships we were required to complete a Situational Analysis which in turn led to a revised three year plan. The following targets were devised as part of that process.

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

Strategies to achieve this target include:
A whole school focus on Reading, specifically targeting skills in comprehension,
A specific focus on preparing Years 3 and 5 for NAPLAN on a group and individual basis,
Stage and Grade teams meet on a weekly and/or fortnightly basis to focus on NAPLAN and SMART
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.

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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:


Book Week 2009