Macksville Public School

Annual School Report
Our school at a glance

Messages

Principal’s message

2011 was a year of great change. Along with the many innovations and programs associated with Low SES National Partnership Funding, there were quite a few changes in staff. I would like to thank and congratulate our staff, students and families for the way in which they coped with such change and for their energy and commitment to Macksville Public School.

There were so many highlights during the year. Our school is a vibrant, innovative and creative place. It is a great privilege to be the Principal of such an outstanding public school.

As we enter our third year of National Partnership funding I am looking forward to embedding the programs and professional learning into school culture and to further enhancing student outcomes at all levels.

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 message

2011 was a good year for the P&C and for our school community. The P&C Executive was stable, and worked brilliantly as a team. We were generously supported by a group of people who assisted with raffles and fund-raising efforts by donating their time to organise the raffles, wrap gifts, help at stalls and ensure that what needed to happen was done. Without the efforts of this part of the school community, we would not have been able to achieve what we had in 2011.

$5000 has been committed to contribute to new playground equipment which will be in place by the start of the new school year. Students well into the future will get the benefit of this equipment. We funded the installation of air-conditioning in the new canteen. We also provided wide brimmed hats to all our new Kindy students for next year. This is an on-going annual contribution to each new Kindy group.

Outside of fund-raising, the P&C liaised with Council to initiate the creation of No Parking drop off and pick up zones on either side of the road directly in front of the school. These have made drop offs and pickups safer and easier for our children.

The P&C Executive was humbled to receive a Certificate of Recognition at the Nambucca Valley Community of Public Schools Education Week awards ceremony in August.

Our Canteen is the hub of the school in some ways, and runs on minimal costs with maximum effort from Wendy, our dedicated and much loved and appreciated Canteen Manager. It provides a much needed service to our students and their families. We want to see it grow and thrive well into the future.

We look forward to the challenges of 2012 and seeing our school community benefit from a strong P&C.

Sharon Cooke

President

Student representative’s message

2011 was a year of change, not just at school but across Australia. We opened our new hall and had great Year 6 role models. As School Captain I have had many opportunities that I would not have had anywhere else. Macksville Public School’s motto is “Play the Game” and we really do live up to it. Our school has helped me become a better person and I appreciate the support of our students and teachers. Macksville Public School is the best school in the valley.

Alexandra Viles

In 2011 students, teachers and the school changed in many ways. The way in which we were taught is important and helps every student grow in so many ways. Our school has a fine reputation. Our wider community has a great input to our school. A highlight in 2011 was Alexandra and I opening the Communal Hall with not only our Principal, but with Senator Michael Forshaw.
This year, just like every year has been extremely significant and has helped me grow to be a better person. This could not have happened without the support that many teachers have given me thus far. As School Captain I have had the pleasure of leading our school. I would really like to thank the students and other leaders who have also helped, not only me but the school develop and strive to be even greater than what it already is. I hope that next year’s captains will have the extraordinary pleasure of leading our wonderful school to new heights and help the students.

“PLAY THE GAME”

Damian Cross

2011 school 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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
<td>183</td>
<td>209</td>
<td>199</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
<td>182</td>
<td>204</td>
<td>216</td>
<td>198</td>
</tr>
</tbody>
</table>

Management of non-attendance

Systems are in place to monitor absences and follow up if required. Families are contacted after three days of unexplained absence. In cases where school intervention is not successful referrals are made to the Home School Liaison Officer

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
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>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</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>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.222</td>
</tr>
<tr>
<td>Total</td>
<td>24.052</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

In 2011 two teachers identified as Aboriginal. The school also has three Aboriginal workers.

Staff retention

There was a relatively high turnover of staff in 2011. Four new teachers were permanently appointed.

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 Last Day of School!
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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>243786.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>224058.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>337301.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87196.55</td>
</tr>
<tr>
<td>Interest</td>
<td>14073.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8961.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>915378.68</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 21570.14   |
| Excursions                | 52702.10   |
| Extracurricular dissections| 33714.79   |
| Library                   | 10903.41   |
| Training & development    | 939.10     |
| Tied funds                | 366553.47  |
| Casual relief teachers    | 61014.24   |
| Administration & office   | 71515.28   |
| School-operated canteen   | 0.00       |
| Utilities                 | 48819.14   |
| Maintenance               | 27005.55   |
| Trust accounts            | 10771.23   |
| Capital programs          | 14288.18   |
| **Total expenditure**     | 719796.63  |
| **Balance carried forward**| 195582.05  |

A full copy of the school’s 2011 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 2011

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.
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.

### Significant programs and initiatives

#### Aboriginal education

Our school continued the strong focus on Aboriginal Education. Cultural celebrations including NAIDOC Week, Sorry Day and Reconciliation Week were well supported and highly effective. A highlight of NAIDOC Week was the Local Indigenous Art Display, now in its second year. Our team was at the forefront of promoting Traditional Indigenous Games within our local and wider community.

As a result of a community forum every student and teacher took part in an excursion to Nambucca Heads which closely linked to our Gumbaynggirr language program. Students met with members of the local Aboriginal community and put the language into action and context. The program included songs, dreamtime stories, games and local history and is set to become an annual event.

Macksville Public School is a focus school for Aboriginal Education. Five of our staff took part in an excellent program called Connecting to Country. Over three days, along with staff from other schools, the team visited local Aboriginal organisations and service providers. The event was superbly organised by our local AECG. A definite highlight was the day trip canoeing on the Nambucca River with the National Parks Aboriginal Discovery Rangers. It is planned to initiate a similar program for all staff to take part in.
Swimming Carnival

Multicultural education

Multicultural perspectives were included across the curriculum. Our students in Years 3-6 all participated in the Multicultural Public Speaking competition.

National partnership programs

Our second year of National Partnership funding saw the growth and continuation of the successes in 2010. Key strategies included an Assistant Principal Teaching and Learning, staffing of a Learning and Community Centre, the employment of a Community Engagement Officer (CEO) and Team Based Learning for stage teams of teachers. Significant resources were also purchased to support the School Plan in Literacy, Numeracy and in Technology.

The Learning and Community Centre (LCC) has been a very effective innovation at several levels. The LCC is a double classroom which also incorporates our Video Conferencing facility. National Partnership funds employed a full time Teacher Coordinator and a Community Engagement Officer. There has been a significant increase in the number and focus of parent and community workshops. Workshops have been held in Curriculum, Literacy, Numeracy, Transition, Welfare, Technology, NAPLAN, Stress and Effective Parenting. Partnerships with the wider community have been greatly enhanced and include the use of the LCC by community groups such as Women’s Way, intergenerational reading groups, Autumn Lodge Village and Nursing home reciprocal visits and the Nambucca Valley Men’s Shed. The LCC is now used for P&C Meetings, Nambucca Valley Mental Health First Aid Committee and hosted an International Women’s Day event which included a variety of Government and non-Government agencies. The LCC hosted parent/community focus groups which form an integral part of our school evaluation and input into the school plans.

In addition the Community Engagement Officer is a position which has been highly endorsed by staff and community. The CEO has been instrumental in establishing and fostering community relationships and input, enhancing school promotion and image, improving the collaboration between Aboriginal Support Staff and the school community, greatly enhancing relationships with local preschools and assisting to produce a greatly enhanced Newsletter and School Web page. The CEO has been instrumental in promoting Traditional Indigenous Games across the school, other local schools, preschools and community agencies. She has also initiated a collegial network for other CEO’s within the valley. The CEO has also been an integral member of the school evaluation team. There has been a measurable increase in community response to surveys through a range of strategies including personal phone calls, forums, increased information and online technologies. This has resulted in greater community input and allowed the school to incorporate their input into school plans.

Have a Go Show

Priority schools program

Our school was included in the Priority Schools Program (PSP). In 2011 PSP funds were used to purchase literacy and numeracy resources to support the school plan and to install a further three interactive whiteboards into classrooms. The extra staffing component enabled the school to increase our Reading Recovery and Support Teacher Learning allocations.
Progress on 2011 targets

The 2011 literacy and numeracy targets were partly achieved. They have been extended to two year targets into 2012.

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.

Our achievements include:

- The target of moving students from the bottom bands up into higher bands was achieved in Year 3;
- 49% of Year 3 students achieved in the top 2 bands in 2011, compared to 40% in 2010; and
- A majority (39%) of Year 5 students were placed in Band 5. 10% of Year 5 students achieved in the top 2 bands compared to 23% in 2010.

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.

Our achievements include:

- The movement of students achieving the higher bands across this aspect of Maths continued in 2011. 11% of Year 3 students achieved Band 6 with 25% achieving in the top 2 Bands; and
- The percentage of Year 5 students achieving the higher bands across this aspect of Maths declined in 2011.

Target 3

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

Our achievements include:

- 100% of classrooms now have Interactive Whiteboards installed;
- 100% of teachers accessed coordinated professional development; and
- Increased staff confidence and understanding 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 2011 our school carried out evaluations of leadership and Mathematics.

Educational and management practice

Leadership

Background

Staff, students and parents were asked to complete the SchoolMap survey on Educational Leadership. Surveys were provided online for all staff and students Years 3-6 (203). 43 parents responded via, paper, online and phone surveys. Responses were then collated and compared using best practice statements. Staff also completed further surveys which related to Principal and Executive leadership separately.

Findings and conclusions

Overall there is strong support for our school leadership team. Overwhelmingly all groups indicated that school leaders:

- use the forces of the school’s culture to enhance the quality of the school;
- value and promote equity;
- effectively implement change processes which result in improved student learning outcomes and model commitment to school improvement; and
- encourage staff to constructively challenge educational practice.

45% of students indicated that leaders did not talk to them about their work and find ways for them to improve.

25% of staff indicated that not all leaders build relationships based on trust.

Future directions

There is a clear need for consistency across the entire executive team and a clearer definition of roles. Working to establish trust across the whole school environment is a priority. The leadership
team will also ensure that students feel connected on an individual level.

**Curriculum**

**Mathematics**

**Background**

Staff and students were surveyed using an online survey. Mathematics was also evaluated in 2009 and this survey was designed as a follow up.

**Findings and conclusions**

There has been a significant improvement in positive overall responses since the last evaluation. 239 students and 18 teachers responded to the survey. The vast majority of students indicated that maths was important, that they are expected to do well, they try to do their best, their teachers are supportive and the lessons are challenging.

Teachers indicated that they are confident in teaching mathematics, understand and use the syllabus, hold high expectations, use SMART Data to inform their teaching, teach explicitly, while more teachers indicated that they have adequate resources available to them.

NAPLAN analysis indicates that we have not yet achieved targets in Number in both Years 3 and 5.

**Future directions**

NAPLAN targets have been extended into 2012 with a higher level of accountability and support. The school needs to identify and purchase resources specific to teacher and school needs. Further professional learning which meets individual and stage needs is to be designed and delivered.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The vast majority of teachers indicated that they were satisfied or highly satisfied in regard to staff welfare and morale, executive and principal support, school image and overall in regard to the school. 25% of teachers indicated that they were dissatisfied with student welfare.

The vast majority of parents indicated that they were satisfied or highly satisfied in regard to student welfare and discipline, our staff, leadership, academic progress, school image and overall in regard to the school.

The majority of students indicated that they were satisfied or highly satisfied in regard to the welfare system, the teachers, the Principal, their progress and overall in regard to the school. Almost 40% of students expressed a level of dissatisfaction in regard to student behavior.

![Clean Up Australia Day](image)

**Professional learning**

Over the last two years there has been a measurable increase in the level and focus of teacher professional development. With input from the Assistant Principal Teaching and Learning, our Learning and Community Centre and much greater input from teachers, professional learning is now more equitable, thoroughly in line with the School Plan and is meeting the needs of staff at individual, stage and school levels. Regular focused Team Based Learning sessions occur on a fortnightly basis and have enabled teachers to embrace Accelerated Literacy, gain extensive development in Interactive Technology, use student data to
inform planning, understand NAPLAN and SMART data, and to work on specific strategies related to our school targets. Survey data taken from teachers has demonstrated a positive shift towards their professional learning, satisfaction with the strategies and support in place and an increased understanding of, and commitment to, school targets.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1
Outcome for 2012–2014
An emphasis on our higher achieving students leading to more students in the top bands.

2012 Targets to achieve this outcome include:

- To increase the students achieving in the top two bands in Writing from 40% in Year 3 and 21% in Year 5 in 2010 to 45% in Year 3 and 30% in Year 5 by the end of 2012; and
- To increase the students achieving in the top two bands in Number from 29% in Year 3 and 16% in Year 5 in 2010 to 34% in Year 3 and 25% in Year 5 by the end of 2012.

Strategies to achieve these targets include:

- A whole school focus on Writing, specifically targeting skills in relation to the craft of writing;
- 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;
- Implement Accelerated Literacy in all stages. One person from each stage to undergo training and work with staff in Team Based Learning time; and
- School based numeracy intervention based on individual and group NAPLAN analysis K-6 using the LCC as a mode of delivery.

School priority 2
Outcome for 2012–2014
All staff confident and competent with interactive and Communications technologies.

2012 Targets to achieve this outcome include:

- 100% of teachers using Interactive and Communications Technology to design and deliver quality teaching and learning.

Strategies to achieve these targets include:

- Staff professional development via in school and after school demonstrations and workshops;
- Purchase a further 6 laptops/notebooks for teachers to enable equitable access; and
- Purchase IPADS for student and teacher use.
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
Deb Grenenger  Assistant Principal
Ron MacDonald  Assistant Principal
Kirstin Knight  Community Engagement Officer
Sharon Cooke  P&C President

School contact information

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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: