School context

Macksville Public School is a highly innovative and successful school. Over the past four years the school has embraced enormous change and implemented a range of initiatives and programs. Our school enjoys a high level of support from our community and values their input and expertise.

Principal’s message

2013 was our final year as part of the Low SES National Partnership. Over the last 4 years there has been a significant amount of money invested in our school. Key priorities included professional development of staff, leadership, student engagement, technology and community participation. The change in school culture and capacity as a result of our participation in this program has been outstanding. We have made a good school even better and our achievements have been reported across the region and state. I would like to sincerely thank and congratulate our staff, students and community for an amazing focus and effort. I am confident that the school will continue to benefit in the coming years.

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 and/or School Council message

2013 was a great year for the P&C. We are very proud of the various services we provide and our fantastic fundraising efforts. In 2013 your P&C:

- provided wide brimmed hats to all our new Kindy students,
- provided each graduating Year 6 student with a small gift to say farewell,
- proudly sponsored two awards for Presentation Day,
- supported families with children competing at state level swimming, athletics and debating with a small donation to help defray the costs involved, and to acknowledge the excellence of the achievement,
- successfully run our annual Easter Raffle, Mothers and Father Day stalls, Christmas stall and Christmas raffle,
- participated in the inaugural Nambucca River Festival; and
- put on a wonderful family movie night at Nambucca cinema.

Our canteen continued to grow and provide a mostly nutritious selection of food for students. We owe a huge thanks to Wendy Hillery and her team of volunteers for keeping this service flourishing.

The Uniform Shop continued to provide a much valued service to students and parents, offering both new and second hand uniforms.

We look forward to another successful year in 2014.

Sharon Cooke
P&C President

Student representative’s message

Being school captain for 2013 was a privilege not just for me but for our other leaders too. I am thankful for all of the opportunities I had being Macksville Public School captain and reaching my goals of being a great school captain for the students and teachers of Macksville Public school. There’s a quote I would like to share with you which has helped Lachlan and I to be good leaders throughout this year. “Before you are a leader, success is all about growing yourself, when you become a leader success is all about growing others.”

My time as school captain was great but now it’s time to pass it on to our 2014 school captains. I’m glad to be leaving Macksville Public School as one of your leaders from 2013 so thank you for a good year.

Shonelle

I had the pleasure of being School Captain in 2013 alongside Shonelle. In my year as School Captain, I saw the beginning of the Breakfast Club in which every child at Macksville Public School had the opportunity to have a substantial
breakfast before starting school for the day. I also
had the opportunity to sit on the panel of the
Student Representative Council (SRC) and make
decisions that helped the school. My best
memory of the SRC is being able to vote for the
design of the new hats. In my time as School
Captain I felt I grew into my role with maturity. I
wish the School Captains of 2014 all the best and
I hope they get as much out of it as I did.

Lachlan

Lachlan Jones and Shonelle Blair

Student information

It is a requirement that the reporting of
information for all students 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>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
<td>183</td>
<td>209</td>
<td>199</td>
<td>203</td>
<td>202</td>
<td>207</td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
<td>182</td>
<td>204</td>
<td>216</td>
<td>198</td>
<td>197</td>
<td>212</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored. Families
are routinely contacted after a third consecutive
absence. An Assistant Principal is responsible for
further contact with families. Where school
intervention is not successful students are
referred to the Home School Liaison Officer.

Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.442</td>
</tr>
<tr>
<td>Total</td>
<td>21.13</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2014 the school employed three Aboriginal people in support staff roles. In addition, two of our teachers identify as Aboriginal.

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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>219636.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>238176.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>411130.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>101527.14</td>
</tr>
<tr>
<td>Interest</td>
<td>8564.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11895.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>990930.77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
</tbody>
</table>

| Library                   | 10399.25  |
| Training & development    | 5103.22   |
| Tied funds                | 315248.09 |
| Casual relief teachers    | 62959.30  |
| Administration & office   | 68360.64  |
| School-operated canteen   | 0.00      |
| Utilities                 | 58214.69  |
| Maintenance               | 29765.56  |
| Trust accounts            | 10332.51  |
| Capital programs          | 11940.91  |
| **Total expenditure**     | 695373.40 |
| **Balance carried forward**| 295557.37 |

A full copy of the school’s 2013 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 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy

**Percentage in bands: Year 3 Reading**

**Percentage in bands: Year 3 Grammar & Punctuation**

**Percentage in bands: Year 3 Spelling**

**Percentage in bands: Year 3 Writing**

Legend:
- Red: Percentage in Bands
- Purple: School Average 2009-2013
- Green: SSG % in Bands 2013
- Blue: State DEC % in Bands 2013
Significant programs and initiatives

Aboriginal education

Addressing the needs of Aboriginal students, families and communities continued to be a school priority. In 2013:

- individual attendance rates for the majority of Aboriginal students continued to be above state expectations. A more rigorous monitoring system with greater communication with parents and documented interventions was introduced,
- Tyson’s 8 Ways Of Learning was introduced to staff and was developed into units for implementation into classrooms in 2014,
- Early assessment and identification of Kindergarten students and the provision of early intervention and support strategies to assist in bridging the gap of Aboriginal students has improved student engagement within the early years,
- There were ongoing opportunities for Aboriginal students and their families to participate in developing cultural awareness including Reconciliation Week, NAIDOC celebrations, Readiness for
School Program, leadership opportunities and Traditional Indigenous Games,

- NAPLAN results indicated that Year 3 Aboriginal students are achieving within state norms in reading, numeracy and space & geometry. Year 3 students are working above state in writing & grammar and punctuation and well above state in the area of spelling; and

- Year 5 Aboriginal students are achieving within the state norm in numeracy, space & geometry, above state level in reading, writing & grammar and punctuation. Year 5 Aboriginal students are working well above state in the area of spelling.

Future Directions

- Monitoring of Aboriginal attendance will continue in 2014 through rigorous and ongoing support of the established attendance process.

- The Learning & Community Centre (LCC) is a well-established initiative in the school and will continue to assist the engagement and attainment of students at risk.

- Funding from the Aboriginal Transition Project and RAM allocation for Aboriginal Education will provide extra ASLO and teacher time to implement programs.

Multicultural education

Multicultural perspectives are taught across the curriculum. Every student in Stages 2 and 3 took part in a Multicultural Public Speaking Competition, with two winners from each stage going on to compete in the NSW Premiers Public Speaking Competition.

Low SES National partnerships

Over the four years of this program, our school has experienced a major transformation in several key areas. Our staff, students and families are more involved and valued, we have a high level of resources and the capacity and sustainability of our key directions are evident. In 2013 our key focus areas included:

- The continuation of the class free position of Assistant Principal Teaching Learning (APTL). The APTL was responsible for staff professional learning, coordinating national partnership projects and mentoring staff,

- All teaching staff were given additional relief time for team based professional development which enabled a whole school approach to the implementation of the Australian Curriculum, the numeracy and literacy continuums, technology, Best Start and PLAN,

- The Learning and Community Centre (LCC) expanded its comprehensive range of services to include the Stephanie Alexander Kitchen Garden program, the delivery of a whole school breakfast program along with the many other services it provided for staff, students and community; and

- Our Community Engagement Officer (CEO) continued to be a highly regarded position within our community and continued to strengthen relationships across all sectors while successfully promoting our school across a variety of arenas.

In 2014, we plan to continue to run the LCC and the APTL and CEO positions using the new model of funding for schools.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used included:

- Community Focus groups, whole school and Aboriginal community,
- Paper and on line surveys of our parent community,
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART,
- Online and paper surveys of staff,
- Online surveys of students,
- Analysis of policies, programs, plans, meetings, assessment information, communications and other documents seen by the school as informing the review; and
- School based assessments.

School planning 2012—2014: progress in 2013

School priority 1

Increase the percentage of students achieving in the proficiency bands of writing in NAPLAN from 38% in Year 3 for 2012 to 45% of Year 5 in 2014

Outcomes from 2012–2014

- Student writing samples taken each term indicating evidence of progression toward clusters that are at or above grade expectations,
- Teachers programs demonstrating evidence of teachers using the literacy continuum based tracking sheets to inform their teaching; and
- Evidence of teaching strategies in programs driven by student achievements and Learning Plans within the aspect of writing.

Evidence of progress towards outcomes in 2013:

- In Year 3 no students achieved a Band 1 in Writing,
- 12.9 % of Year 3 Girls achieved Band 6. This was an improvement from 2012 where 9.4% of girls achieved in the top band,
- Year 3 Girls in 2012 scored 403.7 in Writing, compared to 412.3 in 2013 which indicates a positive movement towards our target,
- No Year 3 students performed below minimum National standards,
- Year 5 followed the state trend scoring 442.0 compared to 476.7 of DEC schools and higher than Year 5 students across the Mid North Coast.(440.5),
- The majority of Year 5 students scored in Band 5 & 6. (64.8%); and
- 51.5% of Year 5 students demonstrated greater than, or equal to expected growth. Our Target is 45% and we are on track to meet this target. Growth of Year 5 was 38 scale scores above the state
average growth in the test aspect of grammar & punctuation.

**Strategies to achieve these outcomes in 2014**

- Collaborative planning of K-6 tasks that demonstrate student achievement at appropriate markers in the aspect of writing on the K-6 literacy continuum,
- A specific focus with stage and grade teams meeting each fortnight to develop consistency of teacher judgement utilising the K-6 Literacy Continuum; and
- A whole school focus on writing, specifically targeting skills in relation to the craft of writing.

**School priority 2**

Increase the percentage of Year 5 students achieving at, or above student growth in number in NAPLAN from 42.9% in 2012 to 60% of Year 5 students in 2014.

**Outcomes from 2012–2014**

- Teachers using the K-6 Numeracy Continuum and able to identify skills at age appropriate markers as evidenced in teacher programs.
- Greater consistency of teacher judgement in assessing student achievement and placing student progress on the numeracy continuum.

**Evidence of progress towards outcomes in 2013:**

- Year 3 Number trends demonstrated a progression towards target with achievement of (357.5) compared to 2012 results (355.6) showing an improvement of 1.9 points. However this is still below the state level of 406.0,
- 16.7% of Year 3 students achieved in the top 2 bands in number,
- 54.4% of Yr 3 students achieved a Band 3 & 4,
- The Year 5 trend in number continued to be cohort driven. 2013 saw a drop in Year 5 number from 465.6 in 2012 to 454.5 in 2013, a difference of 11.1. This was also lower than the state level of 494.9; and
- 45.5% of Year 5 students achieved at, or above expected growth in number. 10.5% lower than target of 60%.

Girls (458.1) performed slightly better than boys (451.2).

**Strategies to achieve these outcomes in 2014:**

- A whole school focus on number, targeting skills in arithmetical strategies and place value,
- Collaborative approach to developing across grade assessment tasks to measure student progress, particularly in arithmetical strategies and place value; and
- Implementation of balanced numeracy sessions in programming and daily routines within the classroom.

**School priority 3**

100% of teachers will move up by at least one level on the Connected Learning Advisory Service (CLAS) assessment tool by the end of Term Three, 2013.

**Outcomes from 2012–2014**

- The allocation of additional release for the Computer coordinator allowing for on-going professional development and technical support,
- Allocation and installation of interactive whiteboards, iPads and laptops/notebooks enabling teachers to utilise and access appropriate and up to date technology and software; and
- Increased evidence of the use of multimedia in the planning and programming of teaching and learning activities.

**Evidence of progress towards outcomes in 2013:**

- 100% of teachers accessed coordinated professional development in the use of the interactive whiteboard to deliver engaging and relevant teaching and learning,
- Staff surveys and feedback indicated 100% of staff now demonstrate a
functional knowledge of ICT using departmental software with high levels of internet use as a research tool,

• 100% of staff are able to ensure that a range of technologies and innovative practices are utilised in the creation of learning sequences for students,

• 100% of teaching staff can competently record student achievement using technology; and

• 100% of teaching staff are confident in using ICT to help share tips ideas and experiences with colleagues.

Strategies to achieve these outcomes in 2014:

Revision of the target as follows;

• 100% of staff to demonstrate evidence that they are experimenting with, and using a range of technology and innovative practices in the creation of learning activities for students,

• build on the professional learning of staff and use these newly acquired skills to provide a wide range of opportunities for students to access, and use of ICT within the programming of literacy and numeracy,

• Support staff with the creation of units that provide students with the opportunity to demonstrate learning outcomes using ICT; and

• Build leadership skills through continued opportunities for staff to present to our own, and other staff groups.

Professional learning

In 2013 professional learning for staff was based on the 2012-2014 school targets. During 2013 staff moved from a whole school data wall to individual class data walls to track student progress for writing and number on the literacy and numeracy continuums. Training consisted of deep learning with the NSW English and Mathematics syllabus documents including the literacy and numeracy continuums with integration of Information and Communications Technology hardware and skills to build teacher capacity. Presenters for the number aspect of the numeracy continuum came from our Regional Office to support staff K-6 building on teacher understanding of the developmental levels of numeracy.

Term two saw the beginning of the implementation of the new NSW English and Mathematics syllabus documents. Professional learning for staff included being part of the regional training, training for middle executives, across our community of schools (V10), as a whole school and as stage teams. Units of work were developed in stage teams with previous units of work being revitalised with the new syllabus outcomes. The release of the new board of studies programming tool saw the units developed further and shared across our Nambucca Valley V10 network.

A new personalised learning plan for Aboriginal students was developed by our Aboriginal Education Officer, who provided professional learning around the plan to staff and continued to support staff to ensure they were completed.

Macksville Public School is leading a new professional development initiative, Reaching into Professional Leadership Learning (RIPLL). The initiative is working towards building leadership capacity of staff engaging in the program through presenting workshops in targeted areas of need within our V10 and other community of schools groups. The program is expected to continue in 2014.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• 96% of parents are very happy with the overall image of the school with 95.8% of parents surveyed indicated that our parent community holds the school in high regard,

• 89.6% of parents surveyed also indicated that the school knows about the families
and communities it serves and that 83.4% support what is happening at the school on a daily basis,

- 92.4% of parents reported that ours is a school where positive relationships exist between the school and its community,
- 93.8% of staff identified that the Learning and Community Centre has had a positive impact on community partnerships,
- 88.9% of staff believe the Community Engagement Officer has had a positive role in community partnerships and has contributed to the overall high regard of the school,
- 90.9% of parents also indicate that our school is a school where information about the school’s programs and activities is regularly communicated to parents and carers; and
- 79.4% of students are satisfied or highly satisfied with Macksville Public School. The majority of students identified the Welfare System as the best.

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
Trish Grace  Assistant Principal
Ron MacDonald  Assistant Principal
Sharon Cooke  P&C President
Kirstin Knight  CEO

School contact information

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Ph: 65681800