Messages

Principal’s message

It is a privilege to be principal of Macksville Public School. As I reflect on my four years here I see an ever increasing professionalism of staff, our reputation and standing within the local and wider community further enhanced, and the continual development of innovative programs. Overall our students are well behaved and very proud of their school. School pride is at an all time high and support within the community is strong.

Positive Behaviour for Learning (PBL) has had a noticeable effect and our students have responded very favourably.

I look forward to 2013. As it is our final year of Low SES National Partnerships, we will see the benefits in terms of capacity building and sustainability of some excellent programs. Along with a significant boost in resources, new practices and methods of teaching are now embedded and producing excellent student outcomes.

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

2012 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 our raffles and fund-raising efforts by donating their time to organise, wrap gifts, help at stalls and ensure that what needed to happen was followed up. Without the efforts of this part of the school community, we would not have been able to achieve what we have this year.

$2500 has been committed to contribute to stencilling beautiful pictures on the stage one playground.

P&C provided wide brimmed hats to all our new Kinder students for 2013. This is an on-going contribution each year.

We also provided each Year 6 student with a small farewell graduation gift. It is intended that this be an ongoing gift each year. We’re proud to sponsor two awards each year for Presentation Day.

As P&C President I was privileged to be a member of a merit selection panel for three new teachers. Another member of the P&C has now completed Merit Selection training and will be able to participate in future selection panels if required.

Our canteen is a large reason as to why the P&C remains in existence, as without a functioning P&C there would be no canteen. It’s the hub of the school in many ways, and runs on minimal costs with maximum effort from Wendy, our dedicated and much loved and appreciated Canteen Manager. We are very happy to once again be able to provide a canteen service 5 days a week.

Our Uniform Shop ran at a small profit to enable families to purchase school shirts, and girls’ skorts, dresses and shorts for a very reasonable price. All profits are put towards contributions to P&C donations to the school.

We look forward to 2013 being as successful and enjoyable as this year.

Sharon Cooke  P & C president

Student representative’s message

Laura:

Our favourite part of being school captains for 2012 was running the assemblies and attending the leadership conferences. We also enjoyed representing our school at the Anzac Day march and reading the ode.

Jayden:

From this we have learnt to be more confident and be able to speak in front of a large crowd with ease.

Laura and I have worked really well together supporting each other as captains of Macksville Public school.
Laura:
We hope the captains for 2013 will enjoy their role as much as we have this year. We both have enjoyed our time at Macksville Public school.

Jayden:
On behalf of Laura and I we wish you all a safe and happy Christmas.

Laura Welsh and Jayden Brindley

**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**

![Student enrolment profile](image)

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
<td>90.9</td>
<td>92.4</td>
<td>91.8</td>
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<td></td>
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<tr>
<td>1</td>
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<td>91.6</td>
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<tr>
<td>Total</td>
<td>92.9</td>
<td>90.8</td>
<td>93.0</td>
<td>92.8</td>
<td>92.5</td>
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**Management of non-attendance**

Student attendance is monitored daily. Families are contacted after three days of absence without explanation. A member of our executive staff monitors and follows up attendance issues. In cases where school based intervention is unsuccessful referrals are made to the Home School Liaison Officer.

**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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Primary Part Time and RFF</td>
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<tr>
<td>Priority Schools Program</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>26.279</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 two teachers identified as Aboriginal. In addition the school employs 3 Aboriginal support staff.

**Staff retention**

Our staff remained stable in 2012, with one new teacher 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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

Date of financial summary 30/11/2012

<table>
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<tr>
<th>Income</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>336386.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79022.74</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>660627.29</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>219636.00</td>
</tr>
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</table>

School performance 2012

Achievements

Arts

Picasso Cow - Gawanyjarr

In 2012 Macksville Public School participated in the Dairy Australia’s Picasso Cows project. This curriculum program was free for primary schools located in and around Australia’s dairying regions. Nine participating schools across the Region were provided with a life size, blank fibreglass cow to decorate in a dairy related theme. Our whole school participated in an integrated unit of work around the theme “From Farm To Plate” across Kindergarten to Year 6. Stage 3 took on the challenge of designing the Picasso cow and what an amazing piece of artwork was created! The students had to develop their own design under the theme, and also complete some specific tasks to support their learning. This involved implementing a unit of work through our HSIE curriculum area, by researching the industry and also the importance of Healthy Eating and the Five Food groups. Stage 3 classes also visited two local dairy farms to gain an in depth understanding of the local dairy industry.

15 students accompanied the Picasso Cow to Opal Cove Resort to present the Picasso Cow and also the Class Learning Journal which showcased the journey of the blank Picasso Cow to the amazing finished artwork. Gawanyjarr, (Aboriginal word for “cow”) was awarded the title of “Grand Champion” at the Dairy Australia Conference held at Opal Cove in Coffs Harbour.

A full copy of the school’s 2012 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.
Macksville Circus Troupe

The Macksville Public School Circus Troupe continued to run throughout 2012, inspiring students to challenge themselves by learning a whole range of new skill sets and to then use these skills to mentor other students. The circus troupe embodies characteristics that as teachers we try to encourage in our students. It embodies trust, creativity, challenge, risk and leadership. The circus troupe empowered students by providing them with opportunities to tackle new skills and then to develop these skills to a point they never believed possible. The circus drew a range of students across Stage Two and Three. The troupe was particularly appealing to students who have difficulties within their classrooms. The circus troupe helps empower these students, by giving them confidence within themselves, with which they can hopefully transcribe back to the classroom. The troupe also provided opportunities for the troupe leader Mrs. Herron to work with classroom students, using the troupe as a behavioural management opportunity. The Troupe was asked to perform at different community activities and charity days over the year, including Relay for Life and the Macksville Carols by Candle Light. The troupe also performed at two local schools in the valley, not only an opportunity to showcase their skills but to also mentor and provide an opportunity for students from those schools to enjoy what circus has to offer.

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)
Progress in reading

Average progress in Reading between Year 3 and 5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
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</tbody>
</table>

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
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</tr>
</tbody>
</table>

Significant programs and initiatives

Gifted and Talented Programs-E Gats

EGATS is a web-based program designed to cater for the needs of gifted and talented students. 50 identified GAT students from Year 5 to Year 8 across the Region were selected to participate in the E Gats Program. 3 students from Macksville Public School participated in this very challenging program over approximately twelve weeks in Term 3. Kawana Crowe, Gabby Farr and Jacob James were selected for the program via an intensive identification process. To effectively engage with eGATS, the students needed to have the capacity to self-regulate, organise time, manage electronic media and positively interact in class and on-line with teachers and mentors. All tasks were open ended and provided the opportunity for the students to build their skills in Powerpoint, Animoto, XtraNormal and Glogster. Incorporation of these programs enhanced student’s skills in the use of technology, higher order thinking, creative and critical thinking and encouraged students to continually evaluate and analyse their own thinking. Tasks completed by the students were submitted to, and assessed by an EGATS mentor. At the conclusion of the twelve-week program, students presented a major work at an EXPO day which was again hosted by Macksville P.S. due to the facilities and high quality technology available at the school. Over 100 students, mentors, principals, supervising teachers and parents attended.

Aboriginal education

Our reputation as a successful school in the area of Aboriginal education continued to grow. Our initiatives and success is a reflection of the whole school community effort in working together. The highlights of 2012 included:

- well supported community breakfasts;
- two community forums where Aboriginal families provided feedback and direction;
- an increase of 100% in the number of Aboriginal students with Personal Learning Plans;
- a forum where we hosted the University of NSW who were doing a study of Aboriginal education;
- several students were selected to take part in the Gwondana Children’s Choir;
- a continuation of the celebration and recognition of culture through organized NAIDOC, Sorry and Reconciliation Day events;
- the provision of Gumbaynggirr language for all students; and
- a school development day where all school staff took part in a Connecting to Country day which included canoeing on the Nambucca River with the Aboriginal Discovery Rangers and a tour of local culturally significant sites.

Gwondana Choir
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.

National partnership programs

2012 was the third year of our participation in the Low SES National Partnership Program. Significant funds have gone into a variety of initiatives directly focused on teaching and learning. The focus on Teacher Professional Learning is reported on elsewhere in this report.

The Learning and Community Centre (LCC) continued to grow both in the scope of the programs it generated and the level of support from the whole school community. Evaluation reflected strong support of the initiative and a much greater understanding and appreciation of the nature of the LCC. Successful projects in 2012 included the community garden, lunchtime initiatives, recycling, numeracy and literacy groups, professional learning, Reading Eggs, Homework Heroes, community forums, inter-generation reading, partnerships with Autumn Lodge and a Breakfast Program.

The role and influence of our Community Engagement Officer (CEO) continued to grow and develop in complexity. The evaluation of the role of CEO overwhelmingly endorsed the success of the initiative and reflected a much greater understanding and involvement across all stakeholders. Our school community regards the CEO as a vital member of the team. Some of the areas noted were increased communication, improved promotion and school image, enhance web site, greatly enhanced email communication and successful relationships with preschools and local businesses.

Priority schools program

2012 was the final year of our inclusion in the program. The staffing component was used to increase our reading recovery allocation and to directly support students. Funding was used in conjunction with other equity funds to purchase resources, support professional development and increase student engagement.

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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.9</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.1</td>
</tr>
<tr>
<td>Writing</td>
<td>88.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.9</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 3 Reading are: 0
As an indication, the no. of students exempt for Year 5 Reading are: 1

Progress on 2012 targets

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 2012.

Our achievements include:

- In Year 3 representation in bottom bands increased from 2011 2.9% to 2012 13.4% being a 10.5% increase. Representation in
middle bands have remained static and representation in top bands has dropped from 2011 48.6% to 2012 38.3% a 10.3% difference

- The results of Year 5 students in Writing in 2012 (453.5) was in line with Year 5 achievement levels across the Mid North Coast (453.6) and slightly below the North Coast Region (459).

- Even though the target in Writing was not achieved, the “Band Movement Calculator” indicates that there was still movement from 2011 to 2012 in the top 2 bands which demonstrates ongoing progress 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 in 2010 to 34% in Year 3 and 25% in Year 5 by the end of 2012

Our achievements include:

- In Year 3 number, patterns and algebra indicated increased representation in the bottom 2 bands to 31.1%. Representation in the middle bands stayed the same indicating a decrease representation in the top bands from 26% to 21.4% in 2012. Girls held the majority of representation in the bottom 3 bands

- Year 5 data indicated 29% of student representation in the bottom 2 bands approximately the same as 2011. 60.5% of students were represented in the middle bands a slight decrease from 2011. There was no representation in the top band in 2011. In 2012 there was a 6.6% increase which was a slight movement towards our target

- The overall growth of students from Years 3 – 5 and Years 5 -7 demonstrate ongoing positive trends.

**School evaluation**

NSW public schools conduct an evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of teaching.

**Teaching**

**Background**

Parents, teachers and students completed the SchoolMap survey on teaching. Their responses were graphed and evaluated using the SchoolMap Best Practice Statements.

**Findings and conclusions**

Once again overall responses were very positive. The great majority of parents, students and teachers agree that:

- students are provided with a relevant curriculum;
- adequate records are kept and assessment strategies understood;
- classroom management strategies maximize student learning; and
- teaching programs respond to students’ interests, needs and abilities.

One area in which both parent and students responded less favourably was in relation to the statement:

- teachers collaborate with students in the learning process.

**Future directions**

Future staff professional development sessions will include strategies and practices which will enhance student involvement and awareness of the learning process.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents, teachers and students from Years 2-6 were surveyed on their opinions about a range of school components. They were asked to rate successful programs and areas needing improvement.

Overall all three groups responses were overwhelmingly positive. 117 parents responded. Among those areas in which parents were very satisfied included school image, overall in regard to the school, academic progress and
staff. Among those areas they identified as needing improvement included student welfare. Areas in which our staff were very satisfied included school image, staff morale and welfare, parent support and involvement. Student welfare and discipline was identified as requiring further improvement.

Student responses reflect a significant positive trend in comparison with previous surveys. Areas in which they are very satisfied include their teacher and class, the school overall and the principal. 33% of the students regard student behavior as an issue.

Professional learning

Professional Learning was strategically aligned to school targets and the National Partnership project to build the capacity of teaching staff around the Literacy, Numeracy and ICT targets. With an already established learning commitment and culture in the school, staff analysed and discussed the learning continuums with sophisticated solutions to meet the complex needs of students. Solutions included deeper understanding and discussion of the learning continuums to effectively differentiate classroom instruction; and use of whole school data walls to track student progress in Literacy and Numeracy K-6.

The process enabled all staff members to work collaboratively and contribute to a shared curriculum implementation process and has built a strategic framework for strong professional discussion and future action.

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

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

Targets to achieve this outcome include:

- 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 Literacy continuum based tracking sheets to inform their teaching
- Evidence of teaching strategies in programs driven by student achievements and Learning Plans within the aspect of Writing

Strategies to achieve these targets include:

- Collaborative planning of K-6 tasks that demonstrates student achievements 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
- A whole school focus on Writing, specifically targeting skills in relation to the craft of writing

School priority 2

Outcome for 2012–2014

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.

Targets to achieve this outcome include:

- 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

Strategies to achieve these targets include:

- 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

Implementation of Balanced Numeracy sessions in programming and daily routines within the classroom

School priority 3

Outcome for 2012–2014
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 3, 2013.

Targets to achieve this outcome include:

- All teachers to complete the Clas my map tool or other tool to determine need for planning by Term 1 2013
- Executive and workshop presenters planning sessions, follow-up and provide purpose for change
- More teacher access to ICT technology. Evidence obtained through booking sheets

Strategies to achieve these targets include:

- Staff to complete a formal technology skill audit to determine training and support needs, consolidating and sharing techniques and strategies
- Opportunities for staff to share expertise in use of technology tools across the school with AP releasing staff to do so
- Ensure technology is distributed across the school so there is equitable access

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

Trisha Grace Assistant Principal
Ron MacDonald Assistant Principal
Kirstin Knight Community Engagement Officer
Sharon Cooke P&C President

School contact information
Macksville Public School
Wallace Street Macksville
NSW 2447
Ph: 65681800
Fax: 65682277
Email: macksville-p.schools@det.nsw.edu.au
Web: http://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:

Connecting to Country