

Mandurama Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Mandurama Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kellie Stone

Principal

School contact details

Mandurama Public School

Loquat St

Mandurama, 2792

www.mandurama-p.schools.nsw.edu.au

mandurama-p.School@det.nsw.edu.au

6367 5103

Message from the Principal

2016 has been a highly productive year with many students making great gains in their academic achievement.

As a K–3 cohort, building the foundations of early literacy and numeracy has been fundamental to our progress this year. The introduction of daily English and Maths sessions has been highly successful, with all students moving through a range of modelled, guided and independent activities based around their current areas of need. The use of L3 techniques and ideologies helped ensure all Kindergarten students were reading at least beyond red level by the end of the year, with some working towards end Year 1 reading levels.

As a small school we participated in many activities this year. We attended a play entitled *The Very Hungry Caterpillar* based around the work of Eric Carle and experimented with some of his artistic techniques as well as further exploring his books. We combined with the Heritage Country Schools in attending the athletics and swimming carnivals, cross country, Footy Gala day and the KLA day. Combining with the Heritage Country Small Schools, students had the opportunity to attend a Colour Fun Day, Bookweek events and a Science Showcase as well as excursions to Bathurst Sheep and Cattle Drome, Bathurst Goldfields and Chifley House. Our Year 3 students attended a 3–day camp to Sydney where they experienced the history of our country.

We celebrated Mother's Day as a school by providing morning tea and Father's Day with an early barbecue of bacon, sausages and eggs. We joined with Carcoar Public School in presenting our CWA Country of Study projects on Mongolia and had a great time creating our decorated biscuits and cupcakes for entry to the Carcoar Show.

I'd like to take this opportunity to thank the Mandurama P&C and our wider Mandurama community for all their hard work and support this year. It's truly a pleasure to be a part of this amazing community.

School background

School vision statement

At Mandurama Public School, we believe and want all students to “Aim High” within an inclusive environment so that students reach their true potential and become confident, creative and resourceful individuals who are prepared to embrace 21st century changes enabling to build communities for the future.

School context

Mandurama Public School is a small, rural school located in the Orange Area. The school is located 30 kilometres from Blayney and 60 kilometres from Orange. The school currently enjoys a strong partnership with the Heritage Schools.

The school caters for students from Kindergarten to Year 6. Students live within the village of Mandurama or the nearby surrounding areas. Mandurama PS is a well-resourced school, set in pristine gardens. The school provides a dynamic and caring environment in which all students’ access quality educational programs. In recent years major initiatives in literacy, numeracy and the performing arts have brought about widespread recognition. The school’s multi-skilled and professional staff continually enhances students’ educational opportunities. The school has provided students with educational opportunities with the support of a highly committed parent body and the wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on improving the learning culture and wellbeing through the explicit teaching of behavioural expectations and the revision of the school’s anti-bullying and welfare policies. Teachers plan for and implement engaging lessons that actively connect students with their learning and seek to create positive learning environments for all students. Staff nurture professional relationships with students and parents which are safe, respectful and supportive. The school is committed to working on assessment and reporting, and curriculum and learning as a identified areas for improvement.

In the domain of Teaching, growth has been achieved in the areas of data skills and use, and learning and development. All student achievement is monitored against the Literacy and Numeracy Continuums and performance measured against appropriate syllabus outcomes. Professional learning for teachers has been provided around using the continuums effectively and teachers analyse and use assessment data to inform future teaching. Teachers are involved in planning and implementing their own Professional Development Plans in consultation with the school principal and aligned to the School Plan, with a particular focus on improving the teaching of literacy and numeracy. The school has identified collaborative practice within the school as a target area for improvement.

In the domain of Leading, school resourcing and management practices and processes have been identified as areas of strength. Professional learning has been undertaken around strategic financial management so as to ensure that the school is resourced to maximise students achievement. Physical learning spaces are able to be used flexibly according to need and are well-resourced with appropriate technology and physical resources such as student whiteboards to facilitate learning. With the next 3-year School Plan being developed through 2017, the school’s ongoing focus will be in the area of school planning, implementation and reporting

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality teaching and learning programs.

Purpose

Students will be able to contribute to their own learning in a constructive and collaborative environment and apply it to their own lives. Programs will be developed, increasing the capacity of staff and engaging students.

Overall summary of progress

In this strategic direction, a major focus was improving teaching and learning in literacy and numeracy. The *Language, Learning and Literacy* (L3) methodology introduced in 2015 was continued, with the establishment of an English session and Maths session daily. *Targeting Early Numeracy* (TEN) methodologies were introduced in the daily Maths session and student progress was regularly measured against the literacy and numeracy continuums. Staff began professional learning around *Mathematics Building Blocks for Numeracy*. Differentiated and responsive lessons are now a feature of the school's programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">External and school based data shows learning growth for all students.	<ul style="list-style-type: none">All student progress is monitored against the literacy and numeracy continuums and regularly updated.All students have demonstrated learning growth against school-based data. External data is not yet available due to cohort size and age.	\$0
<ul style="list-style-type: none">Students monitor their own learning.	<ul style="list-style-type: none">All students have been set individual learning goals based upon the literacy continuum.Personalised Learning Plans have been created and are regularly updated for all students requiring one.	\$0

Next Steps

- Principal to provide demonstration lessons and implement observations to ensure all staff are proficient in differentiating lessons to meet needs against the literacy and numeracy continuums.
- All staff to be trained in using PLAN software to monitor student progress and guide differentiation.
- The implementation of the new literacy and numeracy learning progressions to be supported through attendance at professional learning opportunities.

Strategic Direction 2

Strengthening positive relationships.

Purpose

By broadening the student's experiences they will be more confident and productive citizens. By providing opportunities for staff to work within networks for collaboration of planning and professional development, teachers will be better equipped to provide quality teaching and learning programs.

Overall summary of progress

Within this strategic direction, student and community engagement was a key focus for 2016. The school worked closely with schools within the Heritage Country Schools network to combine resources and maximise opportunities for all students. Close ties were established with Carcoar and Lyndhurst Public Schools, allowing the schools to provide shared professional learning to staff and to share physical resources between the three schools. This also enabled the principals of neighbouring schools to meet twice each term to collaborate across schools in addition to meetings with the Heritage Country Schools network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students show an increase in participating in learning and school activities.	<p>Through our involvement in the Heritage Country Schools network, all students participated in a variety of learning and school activities, enabling them to engage with peers from other schools.</p> <p>Students demonstrated increased interest and engagement with learning through the provision of high quality teaching that was responsive to student needs.</p>	\$1500
<ul style="list-style-type: none">Increased parent engagement.	<p>School-hosted events such as Mother's Day morning tea, Father's Day breakfast and Presentation Night all had 100% attendance by families. In addition, the number of parents volunteering in the classroom has increased.</p> <p>The continued use of SchoolStream has enabled the school to communicate notes, events and alerts quickly and effectively to parents, with more than 80% of families subscribing to the app.</p> <p>Additionally, the creation of a Mandurama Public School Facebook page has increased parent and wider community engagement with what is happening at the school on a day to day basis, with posts frequently reaching well beyond the families at the school.</p>	\$1000
<ul style="list-style-type: none">Teaching and learning programs reflect current practice.	<p>Professional learning in using the literacy and numeracy continuums was offered across sites and attended by staff from Mandurama and Lyndhurst Public Schools. Current practice is reflected in the programs of full time staff.</p>	\$0

Next Steps

- Continue to work within the Heritage Country Schools Network to provide opportunities for students to engage with peers through combined excursions and activities.

- Continue to work across the Heritage Country Schools network to identify areas of commonality and work collaboratively to enhance practice and provide opportunities for professional learning across sites.
- Continue to work with the principals of Lyndhurst and Carcoar to provide additional opportunities across local sites for staff and students to work collaboratively within peer groups. Continue to work with Lyndhurst and Carcoar in identifying areas of commonality and providing professional learning and collaboration in implementing new departmental policies and protocols.



Strategic Direction 3

Developing and enhancing learning opportunities.

Purpose

Quality teaching to enhance learning opportunities, local and global connection providing engaging, innovative systems for learning that offers personalisation for each student to maximise their potential.

Overall summary of progress

Our main focus areas in 2016 were English and Maths. The introduction of daily English and Maths sessions has helped students to develop and consolidate skills in these areas. The *Words Their Way* program has helped to identify specific areas for spelling development for each student, and each student works at their own level.

The continuation of using L3 methods has enabled all K–1 students to meet and exceed anticipated end of year reading levels. *MultiLit* has been introduced for students needing additional explicit instruction in reading strategies to decode text effectively.

All students are assessed during Term 1 using the *Schedule for Early Numeracy Assessment* tasks and placed into TEN groups based on their numeracy needs. This has enabled all students to participate in explicit lessons targeting their numeracy needs. Grouping is fluid and flexible and students move in and out of groups throughout the year according to need.

The implementation of targeted teaching based on individual student need has ensured all students made progress in English and Maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Students show growth in focus areas.	Focus areas: English & Maths Daily Maths and English sessions implemented. L3 used with all students. TEN used with all students. Words Their Way implemented with all students. MultiLit implemented with target students.	\$1500
<ul style="list-style-type: none">• Staff implements DEC changes as they occur.	All staff have a completed Performance Development Plan. Staff are working towards aligning their personal professional goals with those of the school and providing appropriate evidence.	\$0

Next Steps

- All staff to participate in creating the 2018 – 2020 school plan in consultation with parents and community.
- All staff to actively contribute to creating and monitoring milestones, with evidence, to ensure the school is on track to meet its goals.
- All staff to participate in ongoing professional learning around the implementation of the Mathematics and English syllabuses, with an emphasis on textual concepts.
- Focus on Reading strategies to be implemented with a focus on lifting comprehension, vocabulary and fluency.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Pathway. This funding contributed to an extra teacher and School Learning Support Officer employed 1 day a week to supplement the Learning and Support role and provide Aboriginal students with additional support.	\$1828.62
Low level adjustment for disability	All students with a disability have a Personalised Learning Plan. This funding was used to support students with disabilities through small groups and additional teacher support.	\$330.00
Quality Teaching, Successful Students (QTSS)	This funding was used to support teachers in engaging in collaborative practice.	\$711
Socio-economic background	This funding was used to maximise participation and engagement in school through supporting students in accessing Heritage Country Schools network activities and additional teacher support in the classroom.	\$896.46



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	10	7	5	4
Girls	8	5	4	6

Mandurama Public School had no Aboriginal teachers in 2016.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.3	89.9	94.5	97.1
1	71.9	92.4	89.8	86
2	91.6		96.7	85.7
3	97.8	98.2		93.5
4	94.8	93.8	94.5	
5	90.6	98.2		
6	88.4	92.4	96.7	
All Years	90.9	94.2	94.4	91.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7		94	94.1
3	94.8	95		94.2
4	94.7	94.9	94	
5	94.5	94.8		
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

During 2016 all staff completed mandatory training in Child Protection and Emergency Care. Training was also undertaken in using the MultiLit Reading Tutor kit to improve the reading abilities of students who were not meeting stage expectations. Staff from Mandurama joined with staff from Lyndhurst Public School to engage in learning around numeracy and the Numeracy Continuum through the Mathematics: Building Blocks for Numeracy online course.

Additionally, Mandurama led learning around the literacy continuum, PLAN software and the Teaching Ideas support document with Lyndhurst Public School.

1 staff member attended an information course around the 8 Aboriginal Ways of Learning and all staff will be trained in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	12 905.97
Global funds	45 314.04
Tied funds	15 546.73
School & community sources	2 921.80
Interest	445.42
Trust receipts	175.10
Canteen	0.00
Total income	77 309.06
Expenditure	
Teaching & learning	
Key learning areas	2 921.59
Excursions	1 832.27
Extracurricular dissections	1 721.93
Library	1 118.27
Training & development	2 318.10
Tied funds	11 720.87
Short term relief	2 348.47
Administration & office	19 713.72
School-operated canteen	0.00
Utilities	6 796.22
Maintenance	1 873.84
Trust accounts	505.27
Capital programs	0.00
Total expenditure	52 870.55
Balance carried forward	24 438.51

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in literacy in 2016 information regarding the percentage in skill bands cannot be shown due to privacy concerns.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in numeracy in 2016 information regarding the percentage in skill bands cannot be shown due to privacy concerns.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Mandurama Public School is deeply committed to achieving the Premier's Priorities of increasing the percentage of students achieving the top 2 bands of NAPLAN by 8% and increasing the percentage of Aboriginal and Torres Strait Islander students achieving the top 2 bands in NAPLAN Reading and Numeracy to 30%. Mandurama Public School is working as part of the Orange Network to implement strategies designed to better target our teaching to meeting student needs. This is being achieved through our work in tracking all students against the Literacy and Numeracy Continuums, setting individual goals and tailoring lesson content accordingly.



Parent/caregiver, student, teacher satisfaction

In 2016, Mandurama Public School surveyed parents about the school culture. 43% of families returned the survey. Results show that parents support what is happening at the school and are proud of our school.

Parents recognise that the school appreciates having their children as students and that the school encourages everyone to achieve their best, catering for the learning needs of all students. Parents agree that the school is continually finding ways to improve what it does and that the students are the school's primary concern.



Multicultural and anti-racism education

Multicultural Education and Anti-racism is embedded across teaching programs in all KLAs. The school places an emphasis on fostering students' understanding of the cultural diversity of Australia and the impact of racism within a democratic society.

Literacy texts that explore and demonstrate cultural diversity are carefully selected to ensure an accurate portrayal of multicultural Australia.



Policy requirements

Aboriginal education

During 2016, Mandurama Public School received Aboriginal background funding. This was used to provide in-class support to Aboriginal students.

Mandurama Public School celebrated NAIDOC day with students making johnny cakes, listening to traditional stories and tasting bush foods. Poor weather prevented our traditional, larger event. Nyree Reynolds worked with all students on creating artworks for the Heritage Country Schools art show and they learned about the significance of artworks in telling stories and some basic words in Wiradjuri.

Aboriginal perspectives are integrated into all KLAs.

We are committed to the delivery of high quality education to Aboriginal students and ensuring that all students learn about Aboriginal Australia.

1 staff member attended an information session about the 8 Aboriginal Ways of Learning and all staff will be trained in 2017.