

Manifold Public School

Annual Report



2016

Manifold
Public School

2464

Introduction

The Annual Report for 2016 is provided to the community of **Manifold 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.

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School background

School vision statement

Manifold Public School (MPS) is a leader in the delivery of inclusive 21st Century Education. It is a vibrant school that features strong leadership within a variety of active, collaborative communities. Staff commit to ongoing engagement with world class professional learning to develop 21st century citizens.

School context

Manifold Public School is a growing organisation, experiencing enrolment growth over the last 4 years. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools (C.L.A.S.S.) and. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino and Richmond River High Schools.

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.

Teachers identified the following ratings for the areas of:

Effective Classroom Practice – DELIVERING

Data Skills and Use – DELIVERING

Collaborative Practice– WORKING TOWARDS DELIVERING

Learning & Development – DELIVERING

Professional Standards– DELIVERING

Learning Culture– DELIVERING

Wellbeing – DELIVERING

Curriculum & Learning– SUSTAINING AND GROWING

Assessment & Reporting – SUSTAINING AND GROWING

Student Performance Measures– SUSTAINING AND GROWING

Leadership– DELIVERING

School Planning, Implementation & Reporting – DELIVERING

School Resources– SUSTAINING AND GROWING

Management Practices & Processes – DELIVERING

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

Personalised learning environments developing the whole child.

Purpose

To provide opportunities for all students to take responsibility and excel with their learning in core academic subjects. Ongoing development of positive and respectful teaching and learning environments featuring intrinsic student motivation. Further development of our inclusive culture where school experiences support the cognitive, emotional, social, physical and spiritual well being of all students.

Overall summary of progress

The following procedures and practices were established to support the development of personalised learning environments:

1. The organisation and responsibilities of the Learning & Support Teacher role. This included teachers learning to chair a learning and support team meeting with parents, students and other personnel. The impact was that all Individual Plans were completed with input from all parties.
2. The procedures for teachers and parents accessing the services of the School Counselor were completed. The impact was that the School Counselor was able to complete all tasks with the allocation of ONE day a fortnight.
3. The development of a Preschool–School Transition Program. The impact was the successful enrolment of eight students at the end of Term 4 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Students achieve expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data. 2. Greater than 75% positive responses to appropriate questions on school community surveys.	1. No 2016 NAPLAN data available due to the small cohort of students. 2. 100% of students identified with the statement "I value school outcomes" (Tell Them From Me Student Survey 2016). Insufficient data available from the 2016 Tell Them From Me Parent Survey.	Beginning Teacher Funds. Staff Meetings (no cost).

Next Steps

To respond to identified student need the school plans to :

1. Establish School Learning Support Officer positions in the multistage classrooms.
2. Further improve student writing achievements with NAPLAN testing and school based assessments.

Strategic Direction 2

Active and resilient community partnerships focussed on leading school improvement.

Purpose

Build capacity for leadership development of all staff. Create greater opportunities to strengthen parental engagement through face to face and digital experiences. To create effective management systems to maximise the impact of the school's vision and strategic direction. Effective monitoring, evaluation and review processes of strategic directions with key stake holders.

Overall summary of progress

The following procedures and practices were established to support the further development of active and resilient community partnerships focussed on school improvement:

1. Year 4–6 attended the Halogen Leadership Conference in Brisbane during Term One 2016. The impact of this activity was the development of individual leadership goals.
2. The restructure of the whole school assembly to include a Family Group activity (visible learning) led by student leaders. The impact of this strategy was a 50% increase in parent participation at the following school assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive general trends as shown in school attendance data.	See attendance data. The school continues to do more work in this area.	Not required. Ongoing management.
Ex MPS students enrolled in Year 7 showing expected growth in NAPLAN data and other relevant evidence.	The 2016 Year 7 cohort is too small to report on NAPLAN data. However, a school analysis of 2011–16 NAPLAN data shows: 88% of students are scoring greater than expected growth in Spelling(Language Conventions) from years 3 to year 7. 64% of students are scoring greater than expected growth in Numeracy from years 3– 7. 76% of year 5–7 students achieving greater than or equal to expected growth in Grammar and Punctuation.	Not required. 2011–16 school analysis of NAPLAN data was completed as part of a Staff Development Day.

Next Steps

Parents and community members are invited to participate in the school evaluation of the 2015–17 School Plan. This process will lead into the group's involvement in the drafting of the 2018–20 School Plan.

The finalisation of the School Administration Management position.

Identified staff will be involved with Learning Management Business Reform (L.M.B.R) training in readiness for the planned Go LIVE deployment of this new finance and student management system on the 4 September.

Strategic Direction 3

Collaborative and professional teachers nurturing successful 21st Century learners.

Purpose

Planned teacher evaluations of core academic subjects using internal & external student data utilised to engage the school community in the teaching learning cycle. To provide opportunities for teachers to develop professional partnerships with “like” schools to ensure consistency of teacher judgement and consistency of curriculum. Teachers utilise a range of effective 21st Century assessment practices to help monitor student learning progress. Teachers’ ongoing involvement with planned professional learning experiences will be based on evidence based research that improves their performance and development.

Overall summary of progress

The following procedures and practices were established to support the development of collaborative and professional teachers nurturing 21st Century learners:

1. The K–2 Class Teacher completed the Sounds Write Training with other primary school professionals. The increased capacity of the school to deliver a K–6 synthetic phonics program is an immediate impact of this professional learning.
2. The K–2 Class Teacher completed training with Seven Steps to Writing program. This professional learning has increased staff capacity to improve student writing outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive growth trends with NAPLAN and PLAN data for all students.	The 2016 Year 3,5 and 7 cohort is too small to report on. However, a school analysis of 2011–16 NAPLAN data shows: 50% of students are scoring less than expected growth in Writing from years 3 to year 7.	This analysis completed as part of a planned Staff Development Day.
Identifiable growth in pre and post “coding” of selected QT elements in teaching practice & assessment tasks.	This project was not completed. It remains as a future project.	Not applicable.

Next Steps

1. Classroom teachers to use a school based English planning framework to develop a unit of work focussed on the development of student writing.
2. Classroom teachers will collaborate to present and consider the key features of the Seven Steps Writing Program and it's relevance in multistage classrooms. Teachers will select a strategy/ feature to modify their classroom practice during Term 2.
3. Teaching staff will revisit the Quality Teaching Framework.
4. Classroom teachers will use reflective questions to evaluate teacher effectiveness and student performance with Term 2 and Term 3 writing. Video clips of classroom teaching and learning writing sessions and reciprocal observations will be part of a coding process using the Quality Teaching Framework.
5. Use of DoE Professional Learning resources will assist teachers to move towards teacher discussion with the planned integration of English programs.
6. Teacher identification of 2018 integrated English units of work.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students and their families participated in the Personalised Learning Plan processes.	Aboriginal background funds used to release teachers from the classroom.
Socio-economic background	Smaller class groups enabled classroom teachers to provide personalised programs for all students.	Socio-economic background funding used to employ a third teacher for additional days.
Support for beginning teachers	Ongoing mentoring sessions assisted a beginning teacher to successfully complete the first year of teaching.	Beginning teacher funds were used to regularly release mentor and mentee from classroom teaching. Funds were also used by the Beginning Teacher to complete targeted professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	21	19	25
Girls	18	16	16	13

The Manifold Public School community was involved with the publication of the "Implementation of the NSW Department of Education's Enrolment Policy" during Semester Two 2016. The school continues to work with the Director and neighboring schools to finalise a draft document indicating the school's zone to assist with the school's compliance with this policy. Once finalised, the document will be presented to the P & C and school community for feedback.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	93.5	77.3	92.6
1	91.7	95.3	92	89.8
2	90.3	89.9	96.4	90.9
3	97.8	96.6	90.4	95.3
4	94.1	92.4	97.8	91.1
5	95.3	91.4	90.1	95.7
6	97.4	95.5	94.6	83.9
All Years	94	93.3	91.8	91.8
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	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school community was involved with the publication of the "MPS Attendance Policy and Procedures" during 2016.

All staff are currently implementing these procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

There are no staff members that identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

Professional learning and teacher accreditation

All teachers utilised professional learning funds during 2016 in accordance with personal goals identified with the principal and the 2015–17 School Plan.

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

Financial information

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

Income	\$
Balance brought forward	56 340.41
Global funds	59 364.36
Tied funds	85 305.72
School & community sources	13 516.81
Interest	1 435.74
Trust receipts	2 054.95
Canteen	0.00
Total income	218 017.99
Expenditure	
Teaching & learning	
Key learning areas	4 300.03
Excursions	3 768.73
Extracurricular dissections	7 029.98
Library	208.55
Training & development	0.00
Tied funds	86 097.91
Short term relief	9 110.43
Administration & office	24 664.19
School-operated canteen	0.00
Utilities	14 918.48
Maintenance	21 002.88
Trust accounts	1 227.00
Capital programs	0.00
Total expenditure	172 328.18
Balance carried forward	45 689.81

64% of students scored greater than expected growth in **Numeracy from years 3– 7**.

From **years 5–7**, **76%** of students achieved greater than or equal to expected growth in **Grammar and Punctuation**.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has included:

- Completion of all personalised learning plans for Aboriginal students.
- Inclusion of program outcomes designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Multicultural and anti-racism education

Achievements in multicultural education and anti-racism education include:

- Inclusive classroom and school practices.
- Teaching programs promoting intercultural understanding and skills.

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

Due to the cohort size the school is unable to report on the 2016 NAPLAN student data.

However, the school staff spent considerable time during Term 3 2016 analysing ALL student growth data as shown in NAPLAN testing from 2011–16.

The following trends were highlighted:

88% of students scored greater than expected growth in **Spelling (Language Conventions)** from **years 3 to year 7**.