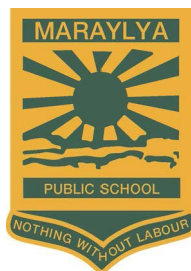


Maraylya Public School

Annual Report



2016



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Introduction

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

Stewart Gaffey

Principal

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School background

School vision statement

At Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to develop the necessary skills to meet the demands of the 21st century.

School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 113 students and is situated in the Hawkesbury district, in Sydney's rural north-west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon. Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology. Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Maraylya Public School has been successful in making improvements to its operations across the three domains of Learning, Teaching and Leading. The school has demonstrated an understanding of how addressing the fourteen elements within these domains can be instrumental in identifying areas of required growth and areas of further success. The school has identified ten elements that it believes it is delivering on and three elements in which the school is sustaining and growing. The school believes it has further room for growth in one of the leadership elements, which will certainly attract school focus during 2017 and beyond.

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

Excellence, diversity and independence in learning.

Purpose

To actively engage all students in meaningful and challenging learning experiences to further develop a culture of personal excellence and diverse student achievement, where 21st Century learning is recognised, valued and effectively applied.

Overall summary of progress

The school has taken significant steps to ensure all students have access to 21st century learning methods and opportunities to develop related skills. While academic expectations have remained high, the school has highlighted its value of how students learn and the value of working together. Initiatives have included; Co-operative group learning in science, history and geography, coding, talented and gifted programming, STEM based activities in Stage 2

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 to reach expected growth targets in NAPLAN (3 and 5)• 80% of Kindergarten students achieve text level 8, 80% of Year 1 students achieve text level 16, 80% of Year 2 achieve text level 26+• 100% of Yr3 and Yr5 Aboriginal students at/above minimum Reading and Numeracy NAPLAN standard.	<ul style="list-style-type: none">• Many Year 5 students exceeded expected growth while several had lower than expected growth in writing.• Kindergarten, Year 1 and Year 2 reading targets met.• Aboriginal targets met and exceeded across NAPLAN	Aboriginal funds expended through LaST role for plan development and support. \$967.00

Next Steps

The school, in consultation with the Director Public Schools, has identified the inclusion of Visible Learning principles as a valuable next step. These principles will be shared as a focus of professional learning with a view to maximising student learning across the school.

A Co-operative group approach will be further adopted in English in the form of Literature Circles across the school. It is anticipated that this program will deepen text understandings in English and, in turn, other areas of learning.

Strategic Direction 2

Leaders of quality learning

Purpose

To promote, build and sustain the professional learning of all staff members to equip them with the skills and understandings to heighten program effectiveness and effect change.

Overall summary of progress

Staff have been working towards using the PLP process as a method of focusing on their own profession goals and those of the school plan. The school is most satisfied with the overall progress made through staff engagement in the process and commitment towards professional growth.

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">• 100% of teaching and learning programs and lessons show evidence of implementation of the Australian curriculum and observance of 21st Century Learning principles.	All teaching/ learning programs demonstrate implementation of current curricula. While each program demonstrates a growing adherence to 21st century learning pedagogy, there is variance in the number of learning areas that reflect this.	\$1745.00 Professional Learning
<ul style="list-style-type: none">• All teachers are aligned to the goals within the school plan, focus on collaborative planning and programming, utilising the school's available professional learning resources.	Staff are learning to identify goals that are worthwhile and achievable and linked to the teaching standards. This process is ongoing for both the leadership team and staff. Success is related to the availability of resources, opportunities and timing. Staff have been able to identify either an individual need or school need and identify professional learning available to help reach their goal. New syllabus training in geography and science, technology upskilling, micro teaching and observations of colleagues with related support.	\$2374.00 Professional Learning

Next Steps

Maintain an expectation of the PLP process guiding professional direction and goal setting. Schedule further times in the term to discuss progress and observations with staff, drawing on their reflections to guide their own next steps. Heightened acknowledgement of the Australian Teaching Standards within this process is intended in order to give future goal direction and lead into the accreditation process for 2018 and beyond.

Strategic Direction 3

Positive and inclusive school community

Purpose

To continue to build an approachable and welcoming school that is inclusive of all community members. To acknowledge the important role of our school in a small, semi-rural community whilst identifying local priorities, meeting community expectations and equipping families to support their children in their learning and wellbeing.

Overall summary of progress

Community inclusion via P&C, feedback opportunities, in class support and whole school events has seen positive shift over the last two years at school. A broad variety of community members have had access to school-linked opportunities through various pathways to increase the culture of trust between school and its community.

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">Sustained high levels of positive student, staff, and parent satisfaction levels with the school's learning culture, communication and environment.	<p>Overall, communication with the community is improved. Families are responding well towards more immediate digital communication. Our newsletter is now emailed to families who enjoy the immediate and colourful aspect to this method of communicating, however more regular digital communication is desired.</p> <p>Parents are generally very pleased with the school's learning culture.</p>	<p>\$165 – Konnective App</p> <p>Community engagement</p>
<ul style="list-style-type: none">A measurable increase in the sustained attendance at P&C meetings throughout the year.	<p>Attendance at P&C meetings has certainly been sustained. There would regularly be 12 representatives at each meeting which is considerable for a smaller school.</p> <p>Monster Fest', the school's major P&C fundraiser, in October was an effective community building event that saw almost everyone involved in this fundraising and community event in its own right. Parents who have not been involved before saw this as a useful opportunity to take part in decision making and community spirit.</p>	<p>P&C Fundraising initiative.</p> <p>Nil cost to school</p>
<ul style="list-style-type: none">Inclusion of parent representation from various backgrounds in the organisation and implementation of school programs.	<p>The school has enjoyed the support of a broad parent group in various capacities. Parents, grandparents and carers support the school in class programs, sporting initiatives and suggestions in meeting their children's needs. (One of our grandparents even cares for our indoor plants!)</p>	<p>Nil cost to school</p>

Next Steps

There exist useful feedback opportunities for the school community via Tell Them From Me survey and the intended use of the Excellence in School Customer Service 360 Reflection Tool. The school will react to this feedback in the initial stages of 2016 and work these responses into the 2018 – 2020 planning cycle.

The school intends to spend up to \$4000 in 2017 towards further digital communication with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Successfully completed via LaST. Loading has successfully allowed the school to formulate personalised learning pathways for relevant students.	\$947
Low level adjustment for disability	Very effective way to utilise spread funding and spread support over several days a week in a smaller school. Monitoring and support of student learning for those in greatest need was most successful through flexible timetabling and programming to meet specific student need.	\$116077 • Low level adjustment for disability (\$0.00)
Quality Teaching, Successful Students (QTSS)	Allocation was of a small amount (approximately 1–2 days per term) To be expended more usefully in 2017. Used own school funds to support teacher PL and outside school hours to develop quality teaching PL within staff meetings.	\$4081 QTSS funding
Socio-economic background	These funds were used to support several programs across the school by employing a specialist teacher in Learning Support and Gifted and Talented Education.	\$4338

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	58	58	55	53
Girls	50	53	52	58

Student enrolments at the school remain steady. There is slight growth over time to the point where we have been successful in retaining 5 classes and an additional executive position.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96	95.9	95.2
1	93.7	95.3	94.1	94.1
2	95.8	95	93.5	91.9
3	98.3	94.8	94.7	93.2
4	95.3	95.8	91.9	90.3
5	93.1	93.6	89.1	94.2
6	94.2	92.5	93.4	95.7
All Years	95	94.8	93.8	93.2
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

Students' families are informed of their obligation to ensure their child attends school each day. Where there are extenuating circumstances through sickness or other necessary leave, families understand the need to provide an explanation to the school. When this does not occur, the school will issue reminders to the family to be completed and returned to school.

There remain patterns of late arrival for particular

students which is addressed individually.

In extreme cases of non-attendance, families have been contacted directly to explain student absences through medical certificates and health care plans.

Structure of classes

The school has five classes in all. Three of these are regular classes (Kindergarten, Year 1 and Year 2) and two composite classes (3/4 and 5/6).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

*Full Time Equivalent

There is currently no Aboriginal composition in our school's workforce.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Teaching staff have worked within the Professional Learning Plan process to identify and meet professional learning needs in response to whole school planning and individual goals. Opportunities in 2016 have included but are not limited to:

- Eye On The Future 4
- CPR/ anaphylaxis training
- Child Protection Update 2016
- Geography Syllabus training
- Google Drive training
- LMBR training
- BPC training
- Physical Education K–2

No teachers sought accreditation during 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- The school's voluntary school contributions are supported by approximately 88% of families. .
- There exists a variance in income and expenditure which will largely fund the anticipated CEPS bills that will occur later in 2016. Further variance can be attributed to the shorter time period for this version of the ASR.
- The school has retained income and retained income held in trust so that it may provide funds towards intended additional staffing to provide adequate learning support, professional learning, and to act as a buffer for any unforeseen expenses due to the changeover to SAP finance.

Income	\$
Balance brought forward	67 789.12
Global funds	117 121.05
Tied funds	28 406.93
School & community sources	55 210.74
Interest	1 091.62
Trust receipts	2 429.95
Canteen	0.00
Total income	272 049.41
Expenditure	
Teaching & learning	
Key learning areas	26 195.48
Excursions	11 526.37
Extracurricular dissections	20 201.01
Library	1 111.05
Training & development	4 099.08
Tied funds	27 702.84
Short term relief	5 715.00
Administration & office	36 170.28
School-operated canteen	0.00
Utilities	14 149.44
Maintenance	14 597.56
Trust accounts	5 409.80
Capital programs	11 530.86
Total expenditure	178 408.77
Balance carried forward	93 640.64

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	110 779.43
(2a) Appropriation	97 922.08
(2b) Sale of Goods and Services	10.00
(2c) Grants and Contributions	12 630.61
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	216.74
Expenses	-68 236.16
Recurrent Expenses	-68 236.16
(3a) Employee Related	-34 410.46
(3b) Operating Expenses	-33 825.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	42 543.27
Balance Carried Forward	42 543.27

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school financial management processes are guided by strategic planning and the appropriate allocation of resources. The SAM and school executive meet regularly to discuss the financial position of the school and respond to any financial needs.

The school's intended use of available funds will be used for a variety of purposes including professional learning, technology resourcing to fund the replacement of iPads which will become unsupported in the next two years.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	869 452.17
Base Per Capita	5 806.85
Base Location	3 190.98
Other Base	860 454.34
Equity Total	21 361.98
Equity Aboriginal	947.14
Equity Socio economic	4 337.75
Equity Language	0.00
Equity Disability	16 077.09
Targeted Total	0.00
Other Total	37 601.41
Grand Total	928 415.56

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

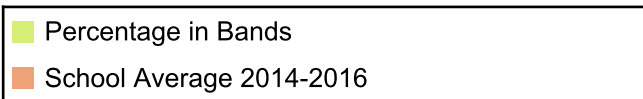
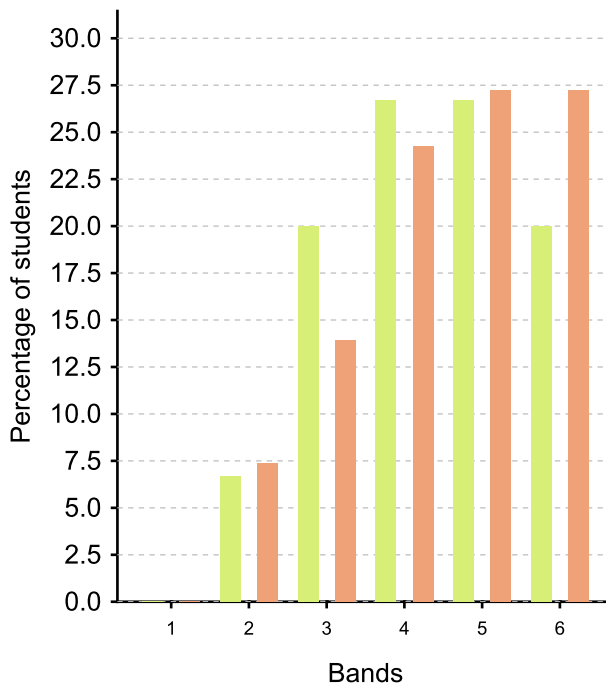
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There were no students in Year 3 in Band 1 for any area of English.

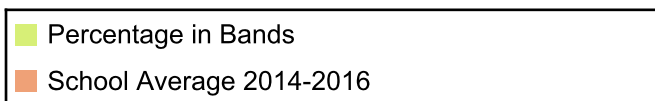
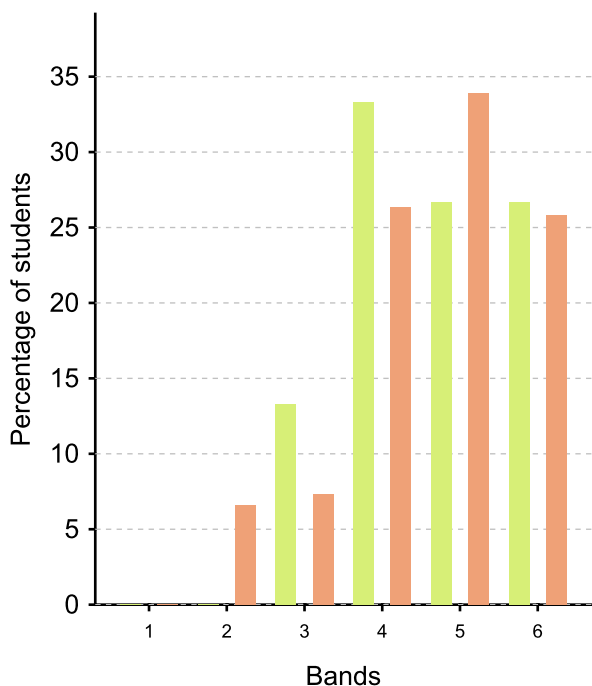
73 % of Year 3 students were in the top three bands for reading and 86% of Year 3 students were in the top three bands for writing. 80% of students in Year 3 were in the top three bands for spelling.

100% of Year 5 students in top four Bands in all aspects, while 86% of Year 5 students were in the top three bands for reading. 73% of Year 5 students were in the top three bands for writing. 66% of Year 5 students were in the top three bands for spelling.

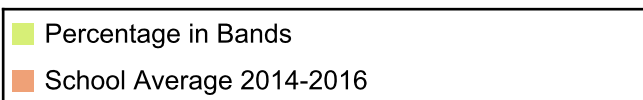
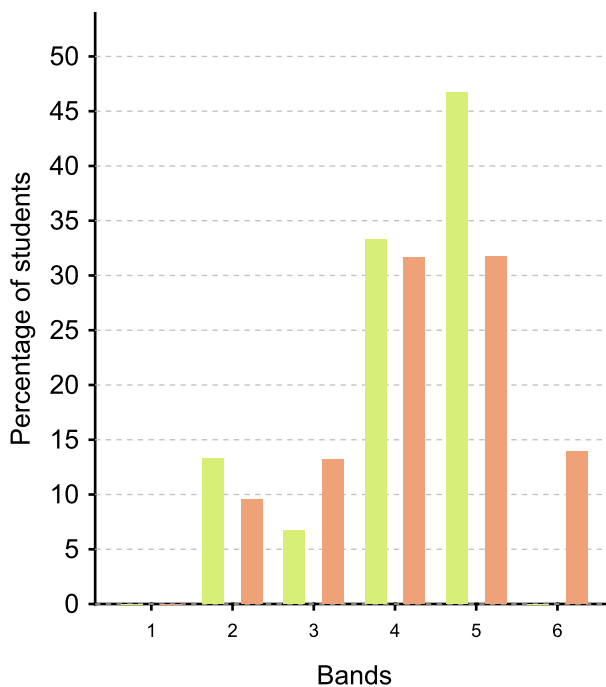
Percentage in bands:
Year 3 Reading



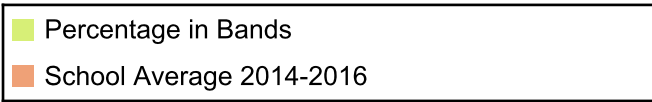
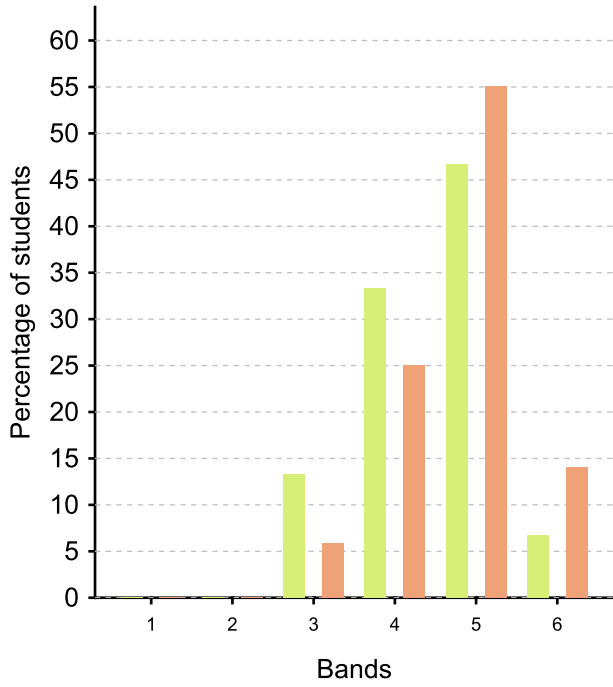
Percentage in bands:
Year 3 Grammar & Punctuation



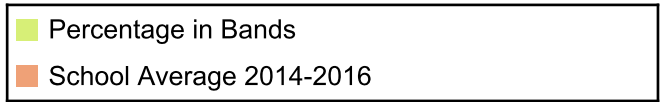
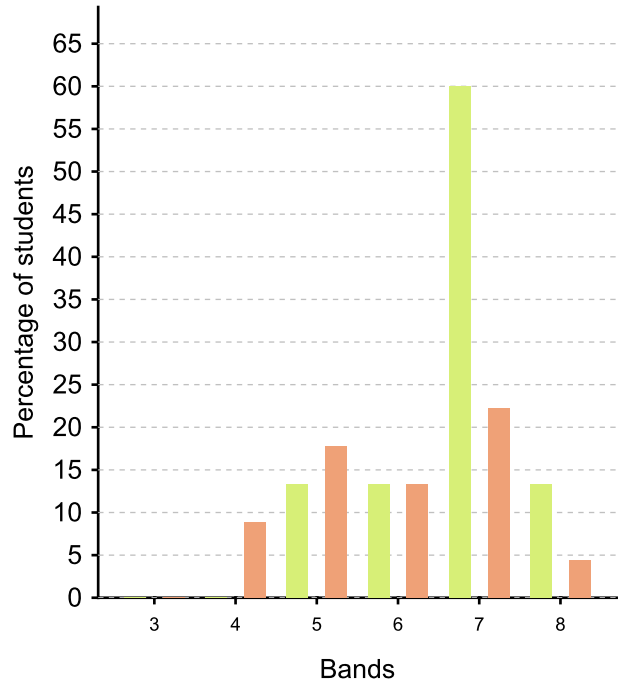
Percentage in bands:
Year 3 Spelling



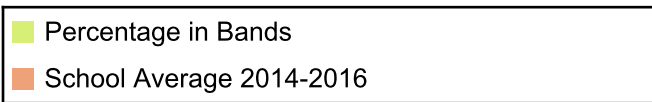
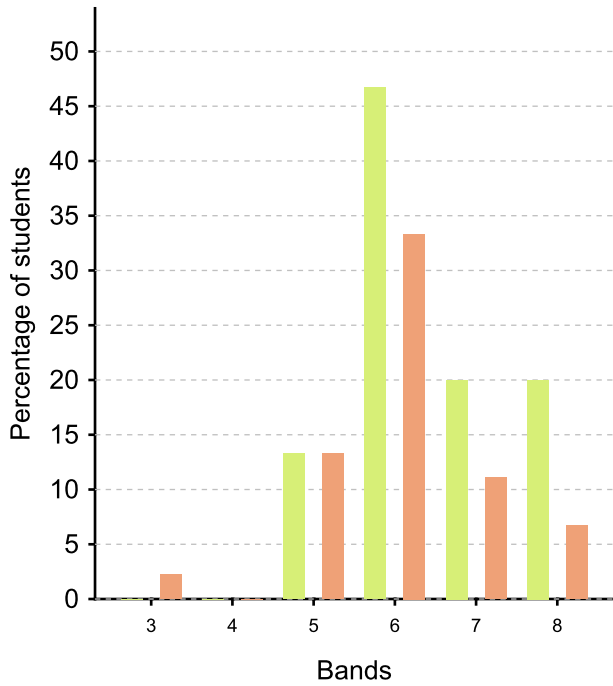
Percentage in bands:
Year 3 Writing



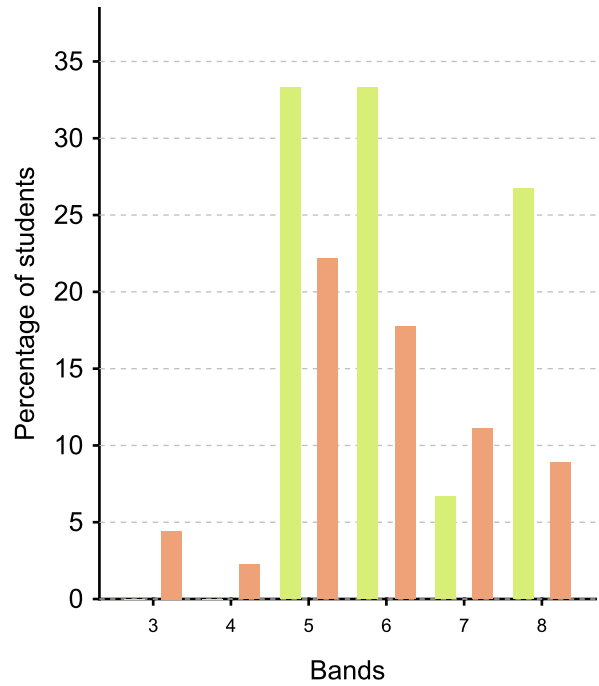
Percentage in bands:
Year 5 Reading



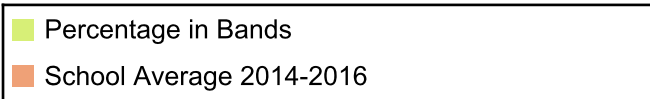
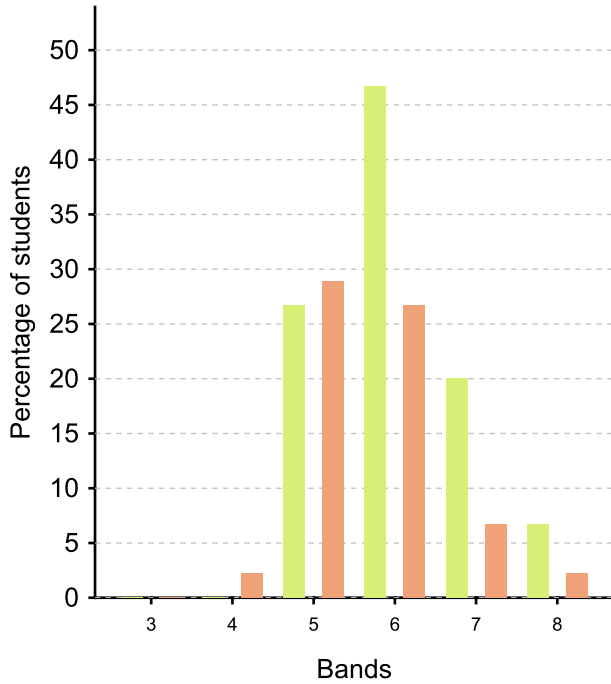
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

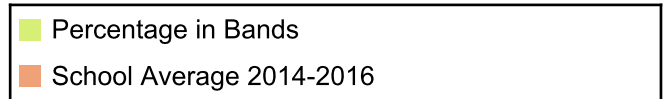
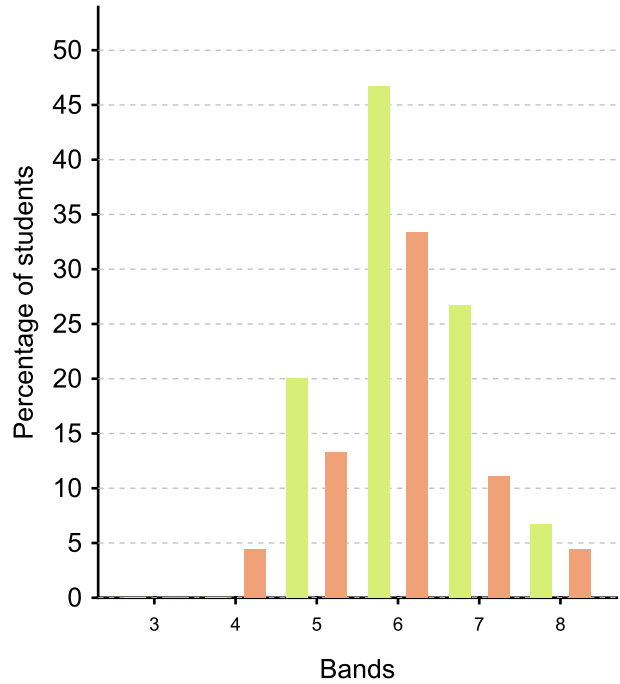


Percentage in bands:
Year 5 Writing



100% of Year 5 students in top four Bands in all aspects, while 86% of Year students were in the top three bands for reading. 73% of Year 5 students were in the top three bands for writing. 66% of Year 5 students were in the top three bands for spelling.

Percentage in bands:
Year 5 Numeracy



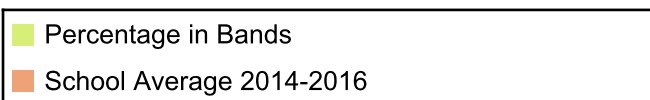
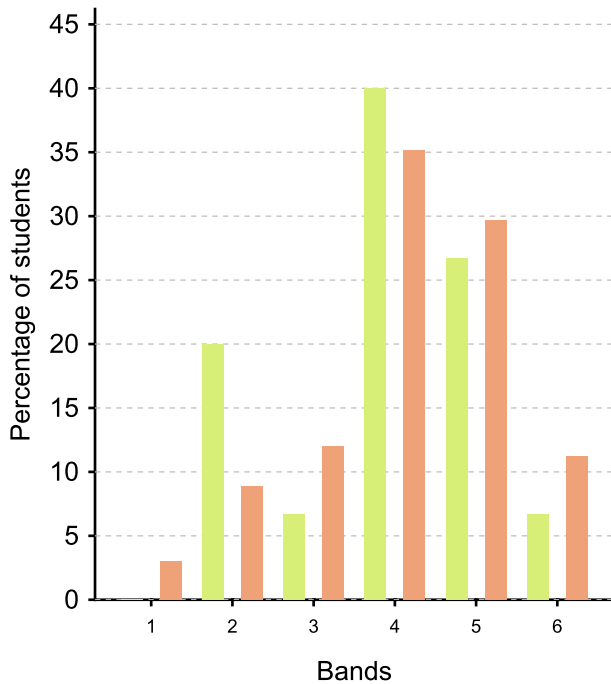
73% of Year 3 students were in the top three bands for numeracy, with 0% of students in the lowest band.

80% of Year 5 students were in the top three bands for numeracy, with 0% of students in the two lowest bands.

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.>

The cohort of Aboriginal students is below reporting thresholds and so NAPLAN results for this group will not be reported due to privacy concerns.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

By and large, the community demonstrates immense support towards school initiatives. Parents were surveyed in the area of community engagement. Their responses are as follows:

- The school values the community input and support it receives 82% – almost always
- I feel I can approach the school if my child had issues 90% – true / 10% – somewhat true
- The school knows about the families and community in which it serves 46% strongly agree / 54% agree
- How proud are you that your child attends this school? 55% – extremely proud / 45% – very proud

There is a heightened sense of inclusion through both P&C channels and regular opportunities of contact with the school. As one of the school's strategic directions, comments on community engagement included:

- keep listening to the P&C
- the school has a great community feel and there is nothing I would change
- better communication... more frequently with better use of the likes of email and Konnective
- make P&C more welcoming

Policy requirements

Aboriginal education

We have had a steady increase in the number of Aboriginal students at Maraylya Public School. This has afforded us the opportunity to access particular learning opportunities and programs for these students and the broader student body.

Apart from the inclusion of Aboriginal perspectives across class programming in each Stage, the school was successful in achieving inclusion in the Heartbeat Program, through Western Sydney University which provided access to digital technologies for particular students in reading.

The school also took part in a local initiative through Longneck Lagoon EEC, in helping to create resources for an Aboriginal walking tour, available at the centre. This has ensured a sharing of local Aboriginal knowledge between the two sites and beyond to the visitors to the centre.

Multicultural and anti-racism education

The school's ARCO received further training in anti-racism strategies and processes. The school took part in the annual Harmony Day, whereby students and the community reflect on strategies to further embed a culture of tolerance at the school.

Other school programs

The school continued its STEM journey through the inclusion of structured collaborative learning groups in all Science lessons, Coding Club with the use of Sphero as well as STEM based learning progressions in Stage 1.

The school's continued inclusion in the regional dance festival afforded students excellent experiences and results in this area, while the establishment of the drumming group saw interested students developing the skills and understandings necessary for several performances throughout the year.