

Matong Public School Annual Report



2016



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Introduction

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

Tracy Delaney

Relieving Principal

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Message from the Principal

This year, has proven to be another successful, productive and rewarding year, with our students, parents, staff and wider community, sharing many wonderful achievements. Our commitment to strengthening and delivering on school priorities is communicated in our Strategic Directions, the foundation for the 2015–2017 Matong Public School Plan. Formulated in consultation with all stakeholders, our shared vision and progress is publicly communicated via our school website and newsletter.

During term two, I was provided with an opportunity to join Matong Public School as their Relieving Principal. It has been an absolute pleasure to lead and work alongside such a dedicated staff who are committed to improving student academic achievement, wellbeing and a diverse range of cultural and sporting opportunities in order for all students to reach their full potential. Thank you to our teaching staff, office and support staff for their ongoing professionalism and for collaboratively striving to achieve the best possible outcomes for our students.

While we have high academic expectations, it is important to recognise that every student has their own strengths and passions and will excel in their own time, at their own pace. Our school programs and processes pinpoint, address and monitor individual student learning needs. In our multi-stage classroom settings, curriculum adjustments and differentiation are our core business. Individualised plans are collaboratively created for identified students. Enabling students to maximise their potential, these plans are regularly reviewed and modified by the Learning Support Team. Student welfare and the provision of optimal conditions for learning through the establishment of positive, respectful relationships is central.

Many Extra Curricular learning activities have been on offer this year and have included, but not limited to; Narrandera John O'Brien Writing Competition, Day with a Scientist, Ganmain Show Entries, Riverina Environmental Education centre visit and Talented Students Program, University of NSW Competitions, National Simultaneous Story Time, Kidsmatter Program, Riverina Junior Choir, Schools Spectacular, Spelling Bee, Stage 3 major excursion to Borambola – a huge hit with the students, whole school excursion to the 'BFG' and Riverina Museum, numerous sporting activities including; District, Riverina and State representation in sport.

Matong Public School identifies expertise within its staff and draws on this to further develop its professional community. Whole school staff meetings involve professional development around curriculum and collegial sharing of research and experiences of classroom practices, products and routines related to current best practice. Teachers work together, with other colleagues, with parents/carers, with students and with outside agencies to improve teaching and learning for all students on a stage, group and individual basis. All staff are supported to engage in professional development opportunities relevant to their needs and the schools strategic directions. This includes building leadership capacity to move teachers beyond the professional standard of proficiency and for successful succession planning. Such teachers gain qualifications to train staff in whole school initiatives linked to the school's strategic directions. Teacher professional learning and development continues to be a focus for our school plan. This year, staff have actively been engaged in

professional learning programs such as; Language, Learning and Literacy (L3) for Early Stage One; ongoing training and implementation of Higher Order Ways to Learn (HOW2Learn) Phase 1; Consistent Teacher Judgement; Disability Standards (Part 1 and 2); Kids Matter; A Paradigm Shift – Proficiency is the New Minimum Standard; Best Start; PLAN; Rural and Remote Leadership Strategy; Future Proofing Beginning Teachers; Principal's as Teacher Accreditation Authority, just to name a few. Annual mandatory training has been a priority at Staff Development Days, which has seen staff trained in the areas of Child Protection, Code of Conduct, anaphylaxis, e-Emergency care and CPR.

This year we have undergone an External Validation. This process allowed us to map the schools progress against the Schools Excellence Framework in the areas of Teaching, Learning and Leading by providing evidence across 14 elements. Our team found the validation process to be a very valuable and rewarding exercise. We have been able to celebrate our strengths and successes, while identifying areas which require improvement. As a whole school staff we have a clearer understanding of the School Excellence Framework and what is expected to strengthen our processes, practice and evidence. We welcomed discussions with the Validation Panel and our Director of Schools – Cootamundra Network, Jenene McGrath, on how we will improve as a school and community in our pursuit of excellence and high quality practice across the three domains. I am pleased to report; we are well on the way to meeting these expectations.

2016 has seen the start of the implementation of positive improvements to our school and new reforms with the addition of SENTRAL, an online learning management portal; LMBR – Learning Management and Business Reform; and a new computer lab for our students. All of these new features will be up and running in 2017.

Matong Public School enjoys the support of a highly active and productive Parents and Citizens Association. Members meet once a month in the school staff room and model a strong patronage. Parents and Citizens regularly support and organise fundraising events and working bees. Fundraising events have included catering for community events, Ian Lucas Memorial Bike Ride, outdoor movie nights, pie drives, wood raffles, street and market stalls. Funds raised are committed to student learning, access to the curriculum and school resources. Parent and Citizens Association monetary contributions to these areas, have included, but are not limited to; Swim School Scheme, Presentation Night book prizes and awards, excursions, transport support, reading resources, student sport shirts, Year 6 Farewell Dinner, garden establishment, and this year a substantial contribution for the cabling of our new Technology Lab. I would like to extend our sincere thanks for the generous donations our school and students have benefited from through the tireless efforts and fundraising of our Parents & Citizens group and school community.

Our grounds are always immaculately groomed and are complemented with a healthy vegetable patch, gorgeous rose garden and clean and tidy classrooms and buildings. This would not be possible without the hard work of general assistants and cleaning staff, who always go 'above and beyond'. Thank you for always making our environment a pleasure to teach and learn in.

In closing, I would like to congratulate our students for the amazing year they have had. They are all unique with their own strengths and continue to strive to achieve to the best of their ability. We are all very proud of the approach and dedication they have had to their learning. You are incredibly fortunate to have such a wonderful school in your community but what makes it wonderful is all of you. I have thoroughly enjoyed my time at Matong Public School, it has been a privilege to be part of your school community and I have no doubt the school will continue to thrive in 2017.

Tracy Delaney

Relieving Principal

Message from the school community

The 2016 school year has rapidly passed by for both Students and staff. I would like to take this opportunity to thank all our dedicated staff for all the work and time that they put into Matong Public School. Classroom teachers and Office staff, ground staff and cleaners; to our Chaplain, scripture teachers and Principal, your input is equally valued and your contribution makes our school a safe and successful learning environment for all students. The year has been a busy year for the P&C. We have undertaken a variety of fund raising events this year with catering for Birthday parties, a Wedding Anniversary and a Funeral, along with BBQ's, wood raffle, pie drive, movie nights and The Ian Lucas Memorial Bike ride. As a result, we have been able to return significant funds to the school to assist with Excursions, Swimming School, Life Education Van, Borambola Sport and Rec Camp, Year 6 Farewell and Book prizes for every student at Presentation Night. Thank you to all those who have assisted with these events and helped to make them a success. There is no better way to support your child at school than becoming involved in the School and the activities of the P&C, we welcome your involvement anytime. I would like to congratulate all our students on their successful year in 2016 and wish those moving on to High School all the best for the coming year. To those families moving on from our school thank you for your contribution over the years and we wish you well. We would also like to welcome the families of our new enrolments into the school and parent community. We look forward to a successful 2017 for our School as we all work together to provide our children with the best education possible.

Michelle Hatty, P&C President.

School background

School vision statement

Our vision at Matong Public School is to engage the school and wider community in developing the whole child to become highly achieving, successful, active and happy learners.

School context

Matong Public School is located in the Riverina, sixty six kilometres North–West of Wagga Wagga, New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and working with technology. Current enrolments total 28 students, with two full time teachers and one part–time teacher, a part–time School Administration Manager, one part–time School Learning Support Officer (SLSO) and a part–time School Chaplain. The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment. Our students actively engage in many academic, sporting, cultural and extra–curricular activities such as; choir, performing arts presentations, curriculum based competitions, excursions and cultural events. We have a proactive Parent and Citizen’s Association and our school community is committed to students’ welfare in supporting increasing student outcomes. This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area, enables the school to successfully work towards its objectives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated below.

On Tuesday 11th October 2016 our school participated in external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. The validation process involved our school team:

- Conducting professional development with a focus on familiarising and deconstructing the School Excellence Framework and analysing each domain and element.
- Completing the School Excellence Framework Self–assessment Survey as a whole school staff and identifying our strengths and weaknesses in areas of school performance and practice.
- Analysing our school performance against the School Excellence Framework and identifying and collating supporting evidence in the domains of Learning, Teaching and Leading. Monitoring, evaluating and reviewing the 2015–2017 School Plan and Milestones.
- Analysing data to support judgements made and support school practice.
- Preparing the validation submission, including writing the annotations and Executive Summary and aligning them to the domains and elements of the School Excellence Framework.
- Preparing and collating concrete examples of the evidence supporting the domains of Learning, Teaching and leading for the panel meeting.
- Identifying strategies to improve our school performance and practice for future planning.

The results of this process indicated that in the **School Excellence Framework domain of Learning** we have an overall rating of delivering.

LEARNING CULTURE: Our shared commitment to strengthening and delivering on school priorities is communicated in our Strategic Directions formulated in consultation with all stakeholders. Our shared vision and progress is publicly communicated. At Matong Public School all staff understand that student engagement and learning is our core business. All staff are committed to training in, and implementing, the HOW2Learn program; building student engagement in, and

ownership over their learning. High attendance rates are testament to high student engagement. Student welfare and the provision of optimal conditions for learning through the establishment of positive, respectful relationships are central. Our school programs and processes address and monitor individual student learning needs and curriculum adjustments and differentiation enables students to maximise their potential.

WELLBEING: Matong Public School community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Undergoing a phase of redevelopment, our Student Welfare Policy will soon utilise the capabilities of the CENTRAL software. Embedding the Kids Matter ethos into the school culture, the promotion of positive mental health and respectful relationships are evident. Our school encourages students to recognise and respect cultural identity and diversity, and to celebrate and recognise the achievements of our indigenous students. School staff meet their obligations under Keeping Them Safe and adhere to the Code of Conduct.

CURRICULUM AND LEARNING: In addition to ensuring quality teaching is centred around planned professional learning, we utilise a range of policies, programs and processes to systematically identify, monitor and address student learning needs. Current PLAN and L3 data, along with data from NAPLAN and other school-based assessment, drive teaching and learning programs. Adjustments and curriculum differentiation is integral to catering for the individual needs of our students. Parent/ teacher meetings, curriculum information sessions, transition meetings, individual learning support meetings and student led conferences provide the platforms for involving students and parents. Matong Public School establishes active partnerships with other schools and inter-agency organisations to ensure positive transitions and continuity of learning for all students. Students are provided with many opportunities to engage in extracurricular activities.

ASSESSMENT AND REPORTING: Matong Public School collects and analyses internal and external assessment data including Best Start, L3, PLAN, NAPLAN, standardised testing and class assessment records to monitor, track and report on student and school performance. Our school reports contain detailed information about individual student learning achievement and areas for growth, the basis for discussion with parents. Parents are involved at every stage of the learning journey and school based policies reflect DoE and BOSTES standards.

STUDENT PERFORMANCE MEASURES: School, State and National performance data is analysed and used to consolidate and inform consistent teacher judgement to ensure that priorities and directions meet the needs of our students. School plans, processes and practices closely monitor and develop students' literacy and numeracy skills to achieve academic growth and improved school performance.

The results of this process indicated that in the **School Excellence Framework domain of Teaching** we have an overall rating of delivering.

EFFECTIVE CLASSROOM PRACTICE: At Matong Public School, all classrooms are well-managed, connected and collaborative, student centred classrooms. Teachers are committed to planning, implementing effective evidence based teaching strategies, assessing and evaluating student learning. Provisions of clear learning intentions, transparent success criteria, point of need feedback, shared reflection time and personal goal setting, support teachers and students working together to review individual learning. Whole school professional development has centred upon best practice for advancing student literacy and numeracy skills and building student capacity to learn. The school leadership team demonstrates instructional leadership, promoting and modelling effective evidence based best practice. One school leader has completed peer coaching qualifications to establish quality staff support mechanisms incorporating team teaching and peer observation cycles.

DATA SKILLS AND USE: Teachers use a balance of assessment techniques for, as and of learning to promote student reflection and learning progression and staff and school improvement. Teachers collect, analyse and use internal and external student performance data to understand the learning needs of individual students. School leaders closely analyse assessment evidence, including school growth and performance data, to determine school learning directions. The school community is kept informed of student performance data and resultant targets for growth and improvement.

COLLABORATIVE PRACTICE: Matong Public School identifies expertise within its staff and draws on this to further develop its professional community. Whole school staff meetings involve professional development around curriculum and collegial sharing of research and experiences of classroom practices, products and routines related to current best practice. Teachers work together, with other colleagues, with parents/ carers, with students and with outside agencies to improve teaching and learning for all students. All teachers are supported to engage in professional development opportunities relevant to their needs and the schools' strategic directions. This includes building leadership capacity to move teachers beyond the professional standard of proficiency and for successful succession planning. Teacher Performance and Development Framework processes provide supervisory feedback on progression towards achievement of Personal Development Plan targets.

LEARNING AND DEVELOPMENT: Professional learning and development focuses on the strategic directions of the school, the learning needs of students and professional needs of staff. Working within the Teacher Performance and Development Framework, each teacher formulates a Performance and Development Plan outlining teaching goals, relevant professional development and an evaluation of their performance. Complementing each other, school priority

areas include the provision of targeted support for the high numbers of beginning and early career teachers on staff as well as effective succession planning to build leadership capacity in other staff. With a focus upon improved teaching of literacy and numeracy, more experienced staff members share their expertise by leading professional development experiences and mentoring in areas such as curriculum development, effective teaching, assessment strategies and data tracking.

PROFESSIONAL STANDARDS: As evidenced by their teaching programs, observations of classroom practice and assessment data, Matong Public School teachers understand and implement professional standards and curriculum requirements. With teaching goals matched to the Australian Professional Teaching Standards, the commitment of our teachers to maintaining currency of content knowledge and best practice for ongoing professional growth is evident in extensive professional learning. Leaders encourage and support teachers to pursue higher levels of accreditation. Under the Teacher Performance and Development Framework, teacher performance is measured against the Australian Professional Teaching Standards.

The results of this process indicated that in the **School Excellence Framework domain of Leading** we have an overall rating of delivering.

LEADERSHIP: The Matong Public School leadership team supports a culture of high expectations and community engagement. Matong Public School enjoys the support of a highly active and productive Parents and Citizen's Association. Parents and community members enjoy frequent opportunities to connect with the school and with each other via a wide range of school-related activities. Connections such as these are integral to developing the whole child and events are widely publicised. Strong consultative processes occur to ensure the schools' vision and strategic directions are representative of the views and expectations of all key stakeholders. The school solicits and addresses parental and community input and feedback via surveys, P & C meetings and community discussion groups. We capitalise upon the strengths of staff members for quality succession planning and supporting aspiring leaders. Traditionally, Matong Public School has enjoyed a strong history of productive networking with neighbouring small schools, feeder high schools, prior-to-school services and other outside agencies.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING: Strong consultative processes occur to ensure the schools' vision, values and strategic directions are representative of the views and expectations of all key stakeholders. Staff, parents and students were consulted in the process of developing our new school vision and strategic directions for our 2015–2017 School Plan. Routine monitoring, evaluation and review processes are becoming established. Ensuring everyone is working towards the same goals, staff meet to review milestones and evaluate progress towards achieving our strategic directions targets. Parents and community members are also invited to monitor and evaluate school progress. The school acknowledges and celebrates a wide diversity of student, staff and community achievements and contributions.

SCHOOL RESOURCES: The School Plan provides direction for the efficient and equitable expenditure of funds to meet the needs of our students and school. The allocation of human, physical and fiscal resources is aligned with the school plan and supported by policies, processes and practices within our school. These allocations ensure that full curriculum implementation and delivery requirements are met and students' needs are catered for.

MANAGEMENT PRACTICES AND PROCESSES: A range of policies and administrative systems are employed to ensure the successful management of school operations and the teaching and learning within the school. Staff are provided with the information and support they need to be able to access, use and understand these systems to ensure they meet school and DoE standards and requirements. Accountability practices are tied to school development and include open reporting to the community. The school leadership team communicates clearly about school priorities, processes and practices and there are opportunities for students and the community to provide constructive feedback.

Our self-assessment and the external validation 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

21st Century Citizens/Learners

Purpose

To work collaboratively as a school community to develop a learning culture which builds the capacity of all students to achieve to their full potential with growth mindsets and the ability to lead and succeed in the 21st Century.

Overall summary of progress

In 2016, teacher professional development was a vital component in addressing the learning needs of all students and staff in the 21st Century. Using a variety of forums, including Staff Development Days, staff meetings, Community of Schools Practice (COSP) Network meetings, off-site training and online modules, staff have developed and enhanced their performance, knowledge and skills and refined their practice. Targeted and strategically planned professional learning has up-skilled staff in programs such as; Language, Learning and Literacy (L3) for Early Stage One; ongoing training and implementation of Higher Order Ways to Learn (HOW2Learn) Phase 1; Consistent Teacher Judgement; Introduction to LMBR; and updating reporting and assessment processes using SENTRAL.

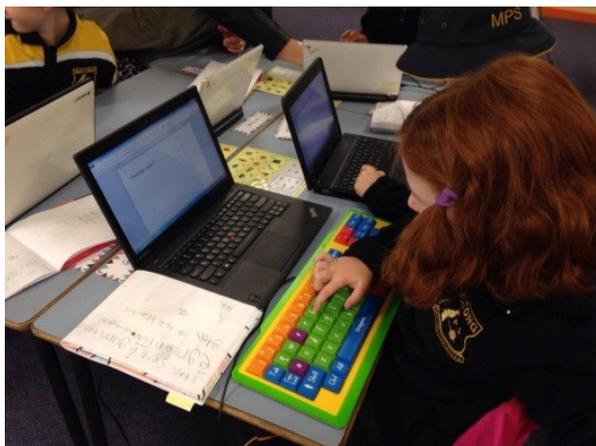
Collaboration and the sharing of knowledge has also seen our school develop and foster our small school partnerships. As part of our COSP (Community of Schools Practice) network we have focused on consistent teacher judgement, improving literacy results and sharing of data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff, students and parents collaboratively engage in and support the school's educational priorities through open communication and engaging in 21st Century learning opportunities with support of 21st Century technologies.	<p>Completion of the second year of Language, Learning and Literacy (L3) Early Stage One training. Implementation of literacy strategies in classroom practice and programming. Ongoing collection of L3 observations and data to inform practice.</p> <p>Extended Staff Development Days and professional learning with Community of Schools Practice Network. Focus for professional learning has been to develop consistent teacher judgement, improve literacy skills, sharing of data and assessment and path the way for seamless transition for students from year six into year seven.</p> <p>Staff development and implementation of SENTRAL..</p>	<p>Professional Learning/Additional Staff \$4091.00</p> <p>Professional Learning \$1308.00</p> <p>Professional Learning/Resources \$2964.00</p>
Increase in students using and engaging in 21st Century strategies, technologies and setting of SMART learning goals.	<p>Implementation of HOW2Learn Phase 1. Embedding of dispositions into classroom practice and programming. Explicit teaching of learning habits with a focus on distraction management, growth mindset, learning pit and the power of 'yet'. Inclusion of dispositions into Assembly Awards and future planning for linkages with Wellbeing Framework.</p> <p>Revision of student Smart Goals, Portfolios and Student Led Conferences. Planning for re-development and implementation of Student Portfolios and SMART Goals.</p>	<p>Professional Learning/Additional Staff \$1600.00</p> <p>Additional Staff \$1350.00</p>

Next Steps

- Continue to embed Phase 1 HOW2Learn, begin Phase 2 professional development. Inclusion of HOW2Learn in the Wellbeing Framework.
- Consolidate consistent teacher judgement strategies in student assessment and reporting.
- Improve procedures and processes using SENTRAL. Begin Wellbeing Module in SENTRAL and complete 2017 Semester 1 reporting on SENTRAL.
- Installation of the new computer lab and development of ICT scope and sequencing and teaching and learning programs.
- Introduction of new student SMART Goals and Student Portfolios.
- Follow on from the ESI L3 Professional Development and commence the Stage 1 L3 Professional Development.
- Complete LMBR Professional Development and 'GoLive' in Term 2 2017.



Strategic Direction 2

Raising Expectations – Enhancing Staff & Student Learning

Purpose

To engage staff members in individual, collaborative and networked professional learning which builds outstanding leadership to drive quality teaching practices focused on engaged student learning with high expectations and levels of achievement.

Overall summary of progress

Evaluated data from both internal and external sources are used to inform planning and identify strategies for teaching practice to enhance student learning. It supports staff judgement in identifying students experiencing difficulty and making little growth, as well as those students who are demonstrating strength and excelling in their learning. This data also assists teaching staff in making referrals to Learning Support Team (LST), placement in identified programs for support or enrichment and assists in catering for individual student learning needs. Students' learning progress is regularly tracked on the Literacy Continuum on reported to parents via PLAN reports and our newly purchased SENTRAL software.

Teachers at Matong Public School are committed to identifying, understanding and implementing the most effective evidence-based teaching strategies. Whole school professional development has centred upon best practice for advancing student literacy skills and building student capacity to learn. Through everyday practices including the provision of clear learning intentions, transparent success criteria and explicit, specific, point of need process feedback, shared reflection time and personal SMART goal setting, teachers and students work together to review individual learning and formulate plans for advancement.

As evident in teaching programs, observations of classroom practice and assessment data, Matong Public School teachers understand and implement professional standards and curriculum requirements. With teaching goals aligning to the Australian Professional Teaching Standards, the commitment of our teachers to maintaining currency of content knowledge and best practice for ongoing professional growth is evident in Performance Development Plans (PDP's). Driven by needs identified in the school plan, staff train in current evidence based methods; including HOW2Learn, Focus on Reading and L3 training. Staff regularly network with colleagues to improve their teaching practice when we participate in staff development and consistent teacher judgement sessions in our Community of Schools Practice network, encompassing local small schools including Ganmain Public School, Marrar Public School and Coolamon Central School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly engaged learners that are actively involved in individualised programs, and are demonstrating growth based on internal and external assessment measures.	<p>Completion of Best Start assessment with reporting to parents.</p> <p>Plotting of all students K–6 on the Literacy Continuum. Regular review of assessment and student plotting were completed. Regular PLAN reports sent home to parents.</p> <p>Analysis of NAPLAN/ SMART and BI data– Identify teaching strategies for student learning growth and tiered interventions required.</p> <p>Continued implementation of the Multi–Lit program in Stage Two and Three.</p> <p>Implementation of differentiated teaching and learning programs meeting the diversity of student learning needs. Student Personalised Learning Plan (PLP's) reviewed and completed. Student learning support.</p>	<p>Literacy and Numeracy Funding</p> <p>\$655.00</p> <p>Premier's Priority Program</p> <p>\$2046.00</p> <p>Integration Funding</p> <p>\$13,217.00</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff members plan, reflect on and engage in professional learning, develop and participate in collaborative networks and contribute to and maintain a culture of high expectations.</p>	<p>Completion of self–assessment using the School Excellence Framework and participation in external validation.</p> <p>Staff engaged in professional learning based on the development and process of Performance Development Plans (PDP's). PDP's were completed by all staff, clear goals were set, discussed and reviewed regularly. Professional development is targeted and strategic, meets professional learning needs of staff and is aligned with the school plan priorities.</p> <p>Extended Staff Development Days and professional learning with Community of Schools Practice Network. Focus for professional learning has been to develop consistent teacher judgement, improve literacy skills, sharing of data and assessment and path the way for seamless transition for students from year six into year seven.</p> <p>Purchase of SENTRAL and new server, for consistency in student reporting to parents and to improve processes and practices.</p>	<p>Additional Staff \$3485.00</p> <p>Professional Learning \$1308.00</p> <p>Resources \$3570.00</p>

Next Steps

- Evaluation of Community of Schools Practice. Continue to foster and develop small school network. Develop consistency with assessment in COSP – Bump It Up project.
- Improve and streamline Learning and Support programs and processes in Semester 2 2017.
- Improve and sustain Professional Development and Teacher Accreditation processes.
- Development of new classroom observation processes and align them the teaching standards.



Strategic Direction 3

Collaborative Culture & Community Engagement

Purpose

To engage and build strong relationships between students, parents and the community to ensure our whole school learning community is responsible for student learning and success, mobilised through innovative, continuous, whole school improvement practices.

Overall summary of progress

With the school as the social hub of the small Matong community, parents and community members enjoy frequent opportunities to connect with the school and with each other via a wide range of school-related activities including open classrooms, classroom helpers program, Grandparent's Day, ANZAC and Remembrance Day Commemorations, Parents & Citizens meetings, Ride2School and Walk to School Days, book fairs, RUOK? and Harmony Day, healthy lunch days, performances and assemblies. Held at the local town hall with standing room only, the annual school concert and presentation night is a whole community event. Community connections such as these are integral to developing the whole child. Strong consultative processes occur to ensure the schools' vision and strategic directions are representative of the views and expectations of all key stakeholders. Regular school satisfaction surveys such as Tell Them From Me provide evidence that the whole school community is overwhelmingly positive about educational provision and overall school performance. Nurturing, happy well-adjusted children, staff and parent partnerships are embedding the philosophy and practices of KidsMatter into the school ethos.

The role of school Chaplain at Matong Public School continues to be an integral part of the successful operation of our school. The benefits of this service at our school are many fold, with the chaplain providing pastoral care and personal assistance for students, staff, parents and community members; assisting in the implementation of all facets of our welfare programs and anti-bullying initiatives; networking with the welfare services and other agencies in the local and wider community to provide an ever broadening range of support services to the school community; and, supporting staff with school activities as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community engagement, sustained participation in school events and fostering of positive relationships resulting in a collaborative learning environment.	<p>Completion of Tell Them From Me Survey. Staff review and analysis of results. Planning for future directions.</p> <p>Improved communication through multi-media and reporting to parents.</p> <p>The development of an improved corporate image eg: Letterhead, newsletter, purchase of school blazers etc.</p> <p>Increased parent participation at school events and P & C meetings.</p>	<p>Community Consultation \$2071.00</p> <p>Resources/Administration \$1026.00</p>
A whole school learning community approach to wellbeing that has clearly defined behavioural expectations and embedded practices to assist parents in supporting their child's learning journey.	<p>Implementation of the School Chaplain Program. Chaplain employed to provide pastoral care and personal assistance for students, staff, parents and community. Assisting with the implementation of welfare programs, anti-bullying initiatives and supporting staff with school activities.</p> <p>Kids Matter School Reference Group- Staff and parents participation in professional learning of component two training. Participation in planning sessions for future directions .Implementation of wellbeing programs: Peer Support, Grip Leadership.</p>	<p>Chaplaincy Program \$10,000.00</p> <p>Professional Learning \$2582.00</p> <p>Professional Learning \$2964.00</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A whole school learning community approach to wellbeing that has clearly defined behavioural expectations and embedded practices to assist parents in supporting their child's learning journey.	Purchase of SENTRAL to improve practices, processes and communication. Staff trained in attendance module and planning for wellbeing structure. Implementation for wellbeing and reporting modules early 2017.	

Next Steps

- Evaluate Kids Matter school reference group. Sustain regular meetings and implement new strategies.
- Evaluate the success of extra-Curricular community events. Develop and foster community partnerships and engagement.
- Implementation of SENTRAL to improve communication and processes.
- Continue to implement the Tell Them From Me survey.
- Parent and community information sessions to be held on SENTRAL, HOW2Learn, Assessment and Reporting etc.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Targeted funding improved the learning outcomes of identified Aboriginal students requiring remedial support. Employment of SLSO to improve student learning outcomes in Literacy and Numeracy.</p> <p>Additional staff to relieve teachers to analyse data, make adjustments to teaching and learning programs and prepare Personal Learning Pathways for Aboriginal students.</p> <p>Support for NAIDOC Day and cultural awareness programs.</p>	<p>SLSO/Additional Staff</p> <p>\$5000.00</p> <p>Equity Funding</p> <p>\$4359.00</p>
Low level adjustment for disability	<p>Employment of SLSO to improve student learning outcomes in Literacy and Numeracy. Delivery of Multilit.</p> <p>Additional staff to relieve teachers to analyse data, make adjustments to teaching and learning programs and prepare individualised learning programs and OoHC plans.</p>	<p>SLSO/Additional Staff</p> <p>\$8468.00</p> <p>Equity Funding</p> <p>\$1484.00</p>
Socio-economic background	<p>Employment of SLSO and additional teaching staff to improve student learning outcomes in Literacy and Numeracy.</p> <p>Staff professional learning in Literacy and Numeracy.</p> <p>Support for welfare programs.</p>	<p>Equity Funding</p> <p>\$25,441</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	29	17	18	17
Girls	16	14	10	11

This year we welcomed three new families to Matong Public School which gave us four new student enrolments. This has helped us maintain our student enrolments for 2016. Of our 28 students, there is one student of Aboriginal and Torres Strait Islander background and we now have two students from a language background other than English.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	96.7	97.4	91
1	93.4	94.9	94.5	96.8
2	94.7	98.6	93.1	95.7
3	97	96.1	96	91.8
4	97.4	94.3	87.5	92.7
5	91	95.1	92.2	82.8
6	95.5	95.3	95.3	94.3
All Years	95	95.9	93.3	91.1
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

Class teachers monitor student attendance daily and rolls are marked and stored electronically. Students arriving late or leaving early are recorded as a partial absence and these are also recorded electronically and monitored regularly. Parents are contacted regarding unexplained absences and at risk students are

monitored. Referrals are made to the Department of Education (DoE) Home School Liaison Officer (HSLO) when required for poor student attendance, in accordance with departmental policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.92
Other Positions	0.01

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander teaching staff members employed by the NSW Department of Education in the workforce composition at Matong Public School.

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

Working within the Teacher Performance and Development Framework, teachers at Matong Public School participate in professional learning targeted to school priorities and their own professional needs. Each teacher formulates a Performance and Development Plan outlining teaching goals, relevant professional development and an evaluation of their performance. As they are linked to whole school priorities, most professional learning experiences are undertaken by all teachers. Teachers who complete additional learning share their professional knowledge at staff meetings. The extensive MyPL records of teachers at Matong Public School are testament to their commitment to ongoing professional growth.

Some of the Professional Development opportunities

undertaken by staff this year have included Language, Learning and Literacy (L3) for Early Stage One, ongoing training and implementation of Higher Order Ways to Learn (HOW2Learn) Phase 1, Consistent Teacher Judgement, Disability Standards (Part 1 and 2), Kids Matter, A Paradigm Shift: Proficiency is the New Minimum Standard, Best Start, PLAN, Rural and Remote Leadership Strategy, Future Proofing Beginning Teachers, Principal's as Teacher Accreditation Authority, just to name a few. Annual mandatory training was a focus for our Staff Development Days and staff were trained in the areas of child protection, code of conduct, anaphylaxis, e-Emergency care and CPR.

Complementing each other, school priority areas include the provision of targeted support for beginning and early career teachers on staff as well as effective succession planning to build leadership capacity in other staff. We currently have two temporary teachers working towards their accreditation at Proficient. In addition to school-based induction procedures, beginning and early career teachers are given opportunities to engage in relevant external courses. With a focus upon improved teaching of literacy and numeracy, more experienced staff members share their expertise by leading professional development experiences and mentoring in areas such as curriculum development, effective teaching, assessment strategies and data tracking.

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	47 538.79
Global funds	68 093.39
Tied funds	39 298.91
School & community sources	25 316.52
Interest	987.95
Trust receipts	2 262.10
Canteen	0.00
Total income	183 497.66
Expenditure	
Teaching & learning	
Key learning areas	22 585.34
Excursions	2 514.04
Extracurricular dissections	15 621.01
Library	1 104.26
Training & development	6 429.35
Tied funds	50 321.51
Short term relief	5 803.85
Administration & office	22 731.75
School-operated canteen	0.00
Utilities	10 595.45
Maintenance	3 052.26
Trust accounts	2 297.66
Capital programs	0.00
Total expenditure	143 056.48
Balance carried forward	40 441.18

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.

Due to a small student cohort our whole school data can't be reported on 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.

Parent/caregiver, student, teacher satisfaction

The Matong Public School leadership team supports a culture of high expectations and community engagement. Matong Public School enjoys the support of a highly active and productive Parents and Citizen's Association. With the school as the social hub of the small Matong community, parents and community members enjoy frequent opportunities to connect with the school and with each other via a wide range of school related activities including open classrooms, classroom helpers program, Grandparent's Day, ANZAC and Remembrance Day Commemorations, P & C meetings, Ride2School and Walk to School Days, book fairs, RUOK? and Harmony Day, healthy lunch days, performances and assemblies. Held at the local town hall with standing room only, the annual school concert and presentation night is a whole community event. Community connections such as these are integral to developing the whole child. Events are widely publicised via notes home, the school newsletter, website and social media as well as via posters displayed around the school and in prominent local businesses.

Strong consultative processes occur to ensure the schools' vision and strategic directions are representative of the views and expectations of all key stakeholders. The school solicits and addresses parental and community input and feedback via surveys, P & C meetings and community discussion groups – 'Sponge Cake and Strategic Directions Forums'. Regular school satisfaction surveys such as Tell Them From Me provide evidence that the whole school community is overwhelmingly positive about educational provision and overall school performance.

Matong Public School promotes the development of student voice and student leadership through such programs and opportunities as the election of captains and prefects, GRIP Leadership and Meet the Mayor Morning Teas, student responsibilities, K–6 Peer Support, Better Buddies programs and classroom and playground re-imagining projects.

To capitalise upon the strengths of staff members and for quality succession planning, aspiring leaders advance their skills to conduct professional learning, coaching and mentoring, assist with staff supervision and perform higher duties as required. Traditionally, Matong Public School has enjoyed a strong history of productive networking with neighbouring small schools, feeder high schools, prior to school services and other outside organisations and agencies. These connections support the school's academic, sporting and welfare programs.

Policy requirements

Aboriginal education

Incorporating Aboriginal Perspectives and promoting Aboriginal culture into our teaching and learning programs is an essential component within all of our Key Learning Areas (KLA's). An important aspect of Aboriginal Education within Matong Public School is the development and regular review of Personal Learning Pathways (PLP's).

Our school encourages students to recognise and respect cultural identity and diversity. Students, staff and the wider community have been involved in NAIDOC celebrations, where we have called upon the expertise of members of our local AECG to support this significant event within our school.

We also recognise the achievements of our Indigenous students with nominations for Proud and Deadly awards. This year one of our Indigenous students participated in the Regional Schools' Choir and later went on to perform at Schools' Spectacular, receiving an award from Jane Simmons the Executive Producer for outstanding achievement.

Our school is also fortunate to have Aboriginal Elder, Aunty Gail Clarke conduct visits to our school and is invited to give the 'Welcome to Country' address at our annual Presentation Evening and formal events. Aunty Gail has assisted us in promoting the recognition of Aboriginal culture and custodianship. The 'Acknowledgement of Country' is also an integral component of our weekly school assemblies, formal and informal functions and is conducted by our student body or a staff member.

Multicultural and anti-racism education

Multicultural and anti-racism education are an integral component of our History and Geography programs and this perspective is embedded into all other Key Learning Areas. Harmony Day is celebrated in our school annually and promotes the diverse multicultural population of our Australian society. Awareness programs and strategies broaden cultural awareness, enhance intercultural understanding and instill respect and tolerance of our cultural differences and beliefs.

This year two students enrolled in our school from Japanese heritage. We have formed partnerships between home and school and have recently initiated a weekly Japanese Cuisine taster day. Each week students can place a lunch order for Japanese menu items which are made by Akiko Brew (Aki's Kitchen) and delivered fresh every Wednesday to the school. This has proven to be a very popular addition to our Multicultural program, with orders being placed by other members of our students' families.

Our school also has a trained Anti-Racism Officer (ARCO) who follows the DoE Anti-Racism policy and actively promotes anti-racism in the school.