

Menai Public School

Annual Report



2016



2520

Introduction

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

With a change of Principal in 2017, our School Plan and Annual Report are vital documents to transition the Menai Public School vision and directions into the future. The teaching staff will continue to drive our school vision between principals and into a new school planning cycle commencing in 2018.

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School background

School vision statement

At Menai Public School we are committed to ensuring that all students engage in a high quality education that promotes academic and personal excellence in a safe and supportive learning environment. We strive to create a community of successful, confident, creative and reflective learners with the aim of supporting students in becoming lifelong learners and active and responsible citizens. Our vision is aligned with the Department of Education and Communities (DEC five year strategic plan (2012–2017) in prioritising 'Strong partnerships for a better future' across our school community.

School context

Menai Public School is situated in the southern suburbs of Sydney. It is a wonderful, inclusive environment where all students can succeed every day. Every student is encouraged to achieve their personal best and learn and develop in a beautiful bushland setting. The school thrives on a culture of kindness and caring. We have an active partnership with our P&C that are integral to our learning community. Our parents and carers work collaboratively with our students to provide extra opportunities for all. Menai Public School works cohesively with local primary and secondary schools through pedagogical practice in the Community of Schools Between The Rivers. (COSBTR). We also enjoy wonderful partnerships with many local Preschools to support our Kindergarten transition program. Currently, 101 students are enrolled at our school. Dedicated and caring staff provides personalised learning to meet the academic, social and emotional needs of all students. Our school provides positive, differentiated learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. A wide variety of extra curricula activities are offered including: – specialised Art programs, a variety of Sports, film, camp, dance ensembles and choirs. We are known in our community as the 'small school with a big heart'.

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.

LEARNING: In the domain of learning, Menai Public School is delivering in Learning Culture. All teaching staff understand that student engagement and learning are related and expectations for behaviour are explicitly taught. The school's delivery in the area of Wellbeing as students, staff and parents understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school's delivery in Curriculum and Learning is evidenced by teachers differentiating curriculum delivery to meet the needs of individual students. The school is delivering in Assessment and Reporting and Student Performance Measures, analysing internal and external assessment data to monitor, track and report on student and school performance.

TEACHING: In the domain of teaching, Effective Classroom Practice is sustaining and growing, evidenced by teachers providing explicit, specific and timely formative feedback to students on how to improve. The school is delivering in Data Skills and Use as teachers analyse and use student assessment data to understand the learning needs of students. The school's delivery in the domain of Collaborative Practice is shown by teachers working together to improve teaching and learning and providing planned constructive feedback by peers and school leaders. Learning and Development and Professional Standards are being delivered as teachers participate in professional learning aligned to the school plan and mapped to professional standards and curriculum requirements.

LEADING: In the domain of leading, the school is delivering in the domain of School Planning, Implementation and Reporting. The three-year school plan has annual iterations focused on achieving identified improvements. Delivery in the domain of School Resources, Management Practices and processes is evidenced by staff ensuring that full curriculum implementation and delivery requirements are met. The school's administrative practices effectively support school operations and the teaching and learning activity of the school.

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.

More on the School Excellence

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

Strategic Direction 1

Creative, engaged learners

Purpose

To empower students with the skills, values and attitudes necessary to become responsible, active learners who can take risks and meet the challenges faced in the 21st Century.

Overall summary of progress

We continued to embed the Australian curriculum through innovative quality teaching experiences and further developed a common language for formative assessment which continued to drive the reflective practice of all staff. Teachers continued to collaborate with other staff members to implement formative assessment and student self-reflection in our classrooms.

Our school continued its focus on implementing a collaborative and consistent approach to using literacy and numeracy continuums to support differentiated learning. Staff moderated and updated data to drive teaching and learning practice and used it to differentiate learning the classroom. Through our twice yearly reports to parents, feedback was provided to inform each student's individualised learning goals. This continued to position our students as responsible, active learners.

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">• 95% of students achieving grade benchmarks in TEN program• 85% of students achieving at or above stage outcomes in English and Maths• 90% of students achieving benchmark levels in Guided reading• Students at the expected cluster levels for PLAN• At least 60% students achieve expected growth identified through NAPLAN	<ul style="list-style-type: none">• Students continued working towards achieving their intended cluster rate. Independent Learning plans were modified or developed for those who didn't.• Students were aware of bench marked achievements and were able to visually see the expectations at grade level. Most were in the expected outcomes.• Students were bench marked consistently throughout the year.• PLAN data and 'I Can' statements alongside 'Bump It Up' walls in each room have continued to enable students to see their expected cluster.	\$1200

Next Steps

- To continue improving on Learning and Support measures to ensure growth continues in all areas.
- Continue to partner with Engadine PS and the AECG to ensure quality practices are in place for our Aboriginal students.
- Further develop the growth mindset principle across all classrooms and work collaboratively to invigorate and regularly update 'Bump it up' walls in every classroom
- Continue to report to parents with future learning goals as an important facet of every report on every student. Students will continue to take ownership of their learning and future goals, while teachers will facilitate the differentiation of this in every classroom.

Strategic Direction 2

Skilled, innovative staff

Purpose

To develop deep knowledge and effective implementation of curriculum and reflective 21st Century teaching practice. Developing innovative pedagogy that will support students in learning for high achievement.

Overall summary of progress

Staff participated in growth coaching with the principal as a means of providing meaningful, supportive feedback to colleagues as part of the Performance and Development cycle. Staff applied their professional learning around data analysis to personalise learning as required and continue the effective implementation of quality teaching and learning. Staff worked collaboratively to demonstrate, up skill and lead each other's ongoing skill development around 21st century practices such as SOLE, PBL, Bump It Up walls, Data Walls and the 7C's.

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% Performance and Development Plans will include evidence of feedback, assessment and reflection• Personal goals are achieved by all staff• All staff show an increased knowledge of curriculum and pedagogy (from school based data/surveys Baseline data)• Increase % of staff using PLAN to track students on the literacy and numeracy continuum to inform programs and adjustments (ILPs etc)	<p>100% of staff have discussed, collaborated and reflected on a Performance and Development Plan through 'Growth Coaching' facilitation.</p> <p>TTFM data indicated that greater than 85% of staff feel that the principal has assisted them to improve their teaching.</p> <p>100% of staff use PLAN data to track students K–6.</p> <p>100% of staff believe their knowledge of the Literacy/Numeracy continuum has improved and is informing their planning, programming and teaching.</p>	<p>\$2500</p> <p>*Planning Days allocation</p>

Next Steps

- To continue to embed data collection and tracking systems within all that we do in order to ensure every student in known and cared for.
- Continue to explore the pedagogy around collaborative learning spaces based on the SAMR model.
- Continue to utilise growth coaching principles as a means of providing feedback to each other as well as reflecting on own practice.

Strategic Direction 3

Inclusive, informed community

Purpose

To build strong connections with our learning community including our parents, local schools, local and global partners to build and foster a school community with a common purpose built on trust. This would establish collaborative relationships and effective communication strategies to enhance positive school culture.

Overall summary of progress

We have continued to strengthen our partnerships with the local community via rigorous Kindergarten and High School transition programs, working on projects within our local community of schools and local agencies such as Three Bridges community, local church organisations (Kids Hope) and the Sutherland Shire Council.

Additionally, we have continued to seek and collect feedback from our community around school practice through Tell Them From Me surveys (TTFM).

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">Increased parent participation in formal and informal school activities and classrooms.Personal goals are achieved by all staff.Teachers' reflections indicates a shift in practice and increased use of collaborative planning and teaching.Improved communication tools celebrating successes and informing community.	<p>The ongoing use of social media to connect with our community continues to strengthen relationships.</p> <p>TTFM survey data reports more than 85% of parents and carers feel welcome at the school.</p>	<p>\$1800 teacher release to plan and conduct Menai Mini's transition to school program as well as Menai Public School Kindergarten Orientation program.</p>

Next Steps

- Continue to promote community engagement with the TTFM surveys, highlighting the usefulness of data gathered and the potential for families to effect real change in their child's education through having an active voice.
- Maintain partnerships with preschools and Menai High
- Promote the P&C as a collaborative forum to improve outcomes for our students
- Explore the potential of parent working committees within the school – resource making, book covering, 1:1 reading partnerships as a way of further engaging students and families in education and our school

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Staff were allocated planning time for the development of Personalised Learning pathways with families, students and staff. Regular communication with families continued throughout the year.</p> <p>Students attended 'Koori Kids day' with our local community of schools.</p> <p>Students expressed their creativity in Art with our specialised Art program and some entering 'Koori Art Expressions'.</p>	\$6318
English language proficiency	In 2016 there was a support teacher allocated to support students in EAL/D. Students were either withdrawn into small groups or the teacher worked in the classroom to support their needs. Programs were adjusted to suit the needs of the students. The aim was to increase the EAL/D students' English Language proficiency and improvements were evident through school based assessment and reporting.	\$5081
Low level adjustment for disability	<p>Menai Public School was provided with funds to support students with learning needs.</p> <p>Time was allocated to teachers to collaborate with parents and the Learning Support Team to develop Individual Learning Plans for differentiated learning in identified students' classes.</p>	\$31172
Quality Teaching, Successful Students (QTSS)	These funds were used to release executive staff to conduct lesson observations and work with staff members on programs and Performance and Development Plans (PDPs) in 2016.	\$4081
Socio-economic background	<p>Students most in need were identified by staff and Learning Support Team members and allocated time to work with a teacher to improve literacy and numeracy skills. Data was monitored and revised through PLAN.</p> <p>All students have access to excursions and schooling costs.</p>	\$6802

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	69	60	57	47
Girls	64	54	52	52

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.7	94.9	92.9	94.8
1	92.6	95.9	95.3	91.7
2	94.3	94.5	94.7	86.7
3	95	91.7	93.2	91.7
4	96.8	94.4	91.1	92
5	95.6	96.6	92.9	90.8
6	94.1	96	92	92.6
All Years	95.1	95.1	93.1	91.7
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

Student non-attendance is monitored by classroom teachers and is reported through our ESR attendance module. Students who are identified as being an absence concern are flagged with the principal for monitoring. Data is uploaded to OASIS and monitored regularly by the Home School Liaison Officer who attends the school each semester. The Home School Liaison Officer tracks students with large periods of non attendance and refers these students to the Learning Support Team. The Learning Support Team continues to monitor these students with the aim to support families to improve attendance. Students with partial or whole day unexplained absences are followed up fortnightly with an absence notification sent home for carers to explain absences. These absence notes are

returned to the classroom teacher and used to update the rolls. Applications for extended leave are submitted through the office and processed by the principal. Long term absences are managed through negotiated learning programs during an absence period.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0.04

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Menai Public School staff in 2016. With the ongoing release of further reforms, resource allocation models and research supporting teacher quality as the single largest indicator of student success, this continued to be a focus area for us.

Menai PS staff meet each week in a Teacher Professional Learning (TPL) workshop which encompasses a plan from the milestones in our School Plan. These workshops are then embedded into practice and reflected on.

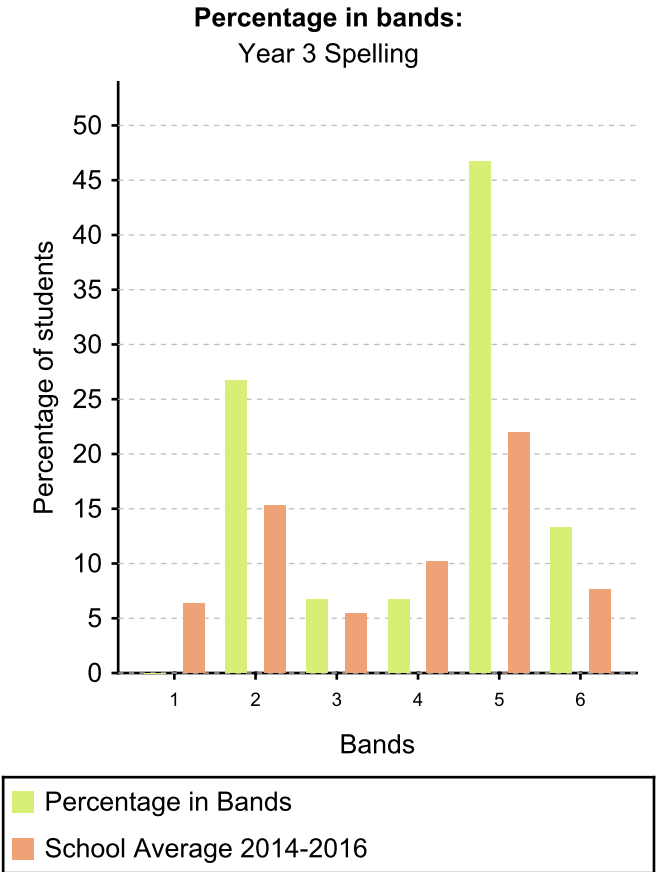
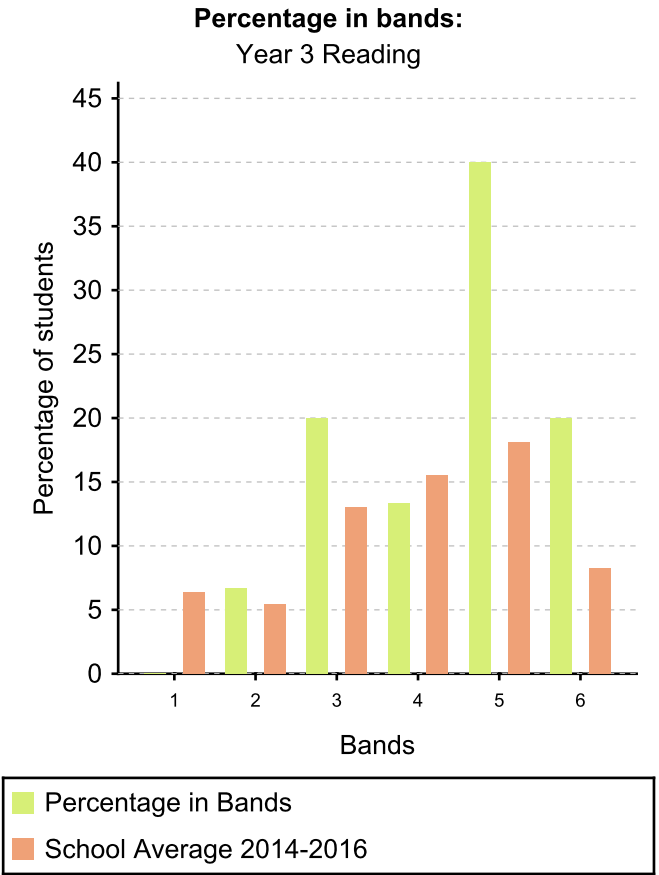
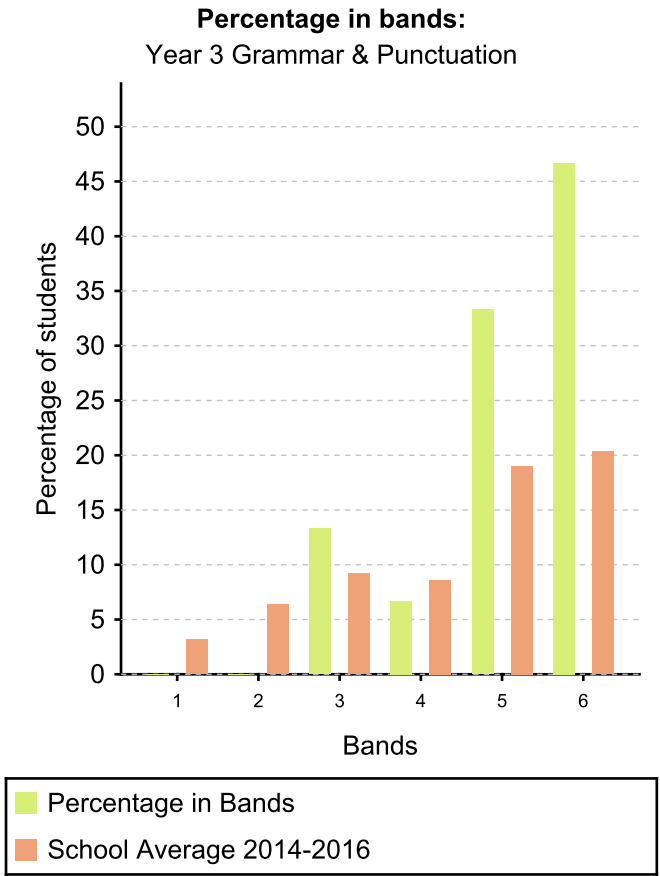
Our staff also meets once a week for a collaboration

meeting which enables staff to focus on a direct area within the school that we perceive of importance to the outcomes of our students. This is enacted with an agenda of Work Health and Safety, student welfare, general administration and a focus area.

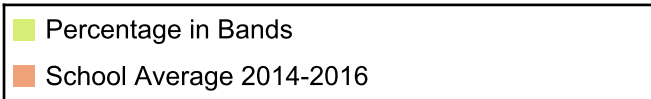
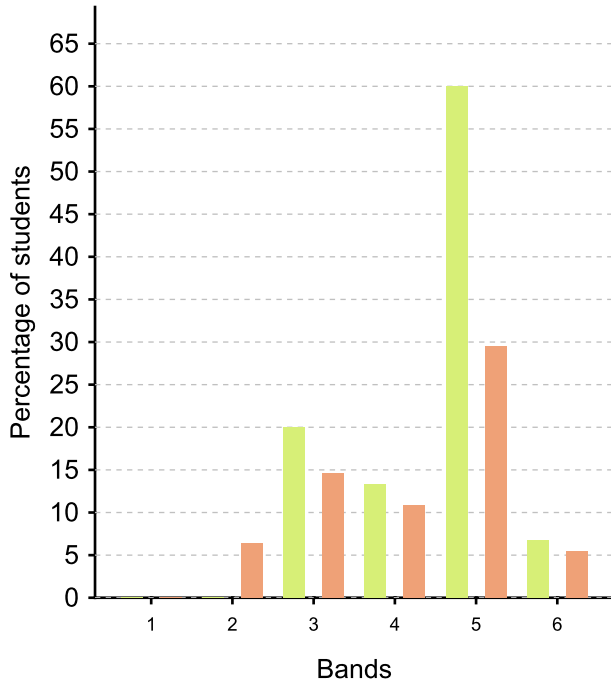
School performance

NAPLAN

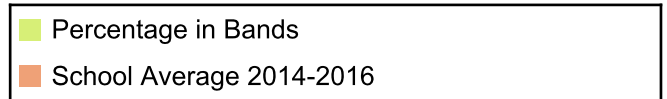
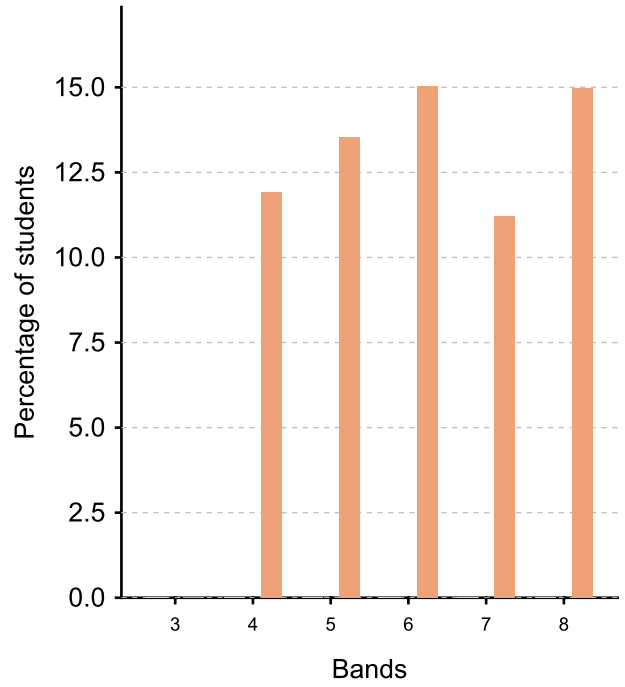
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



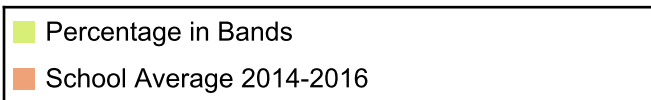
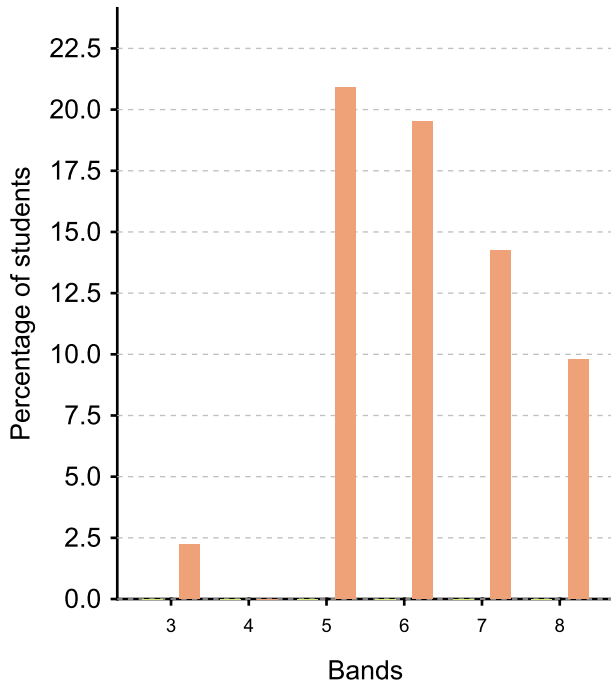
Percentage in bands:
Year 3 Writing



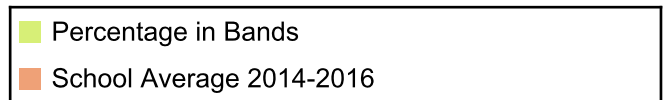
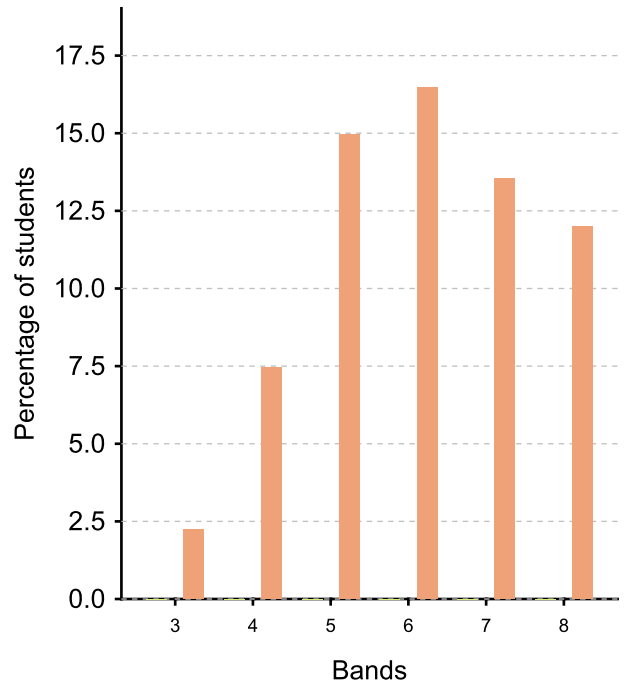
Percentage in bands:
Year 5 Reading



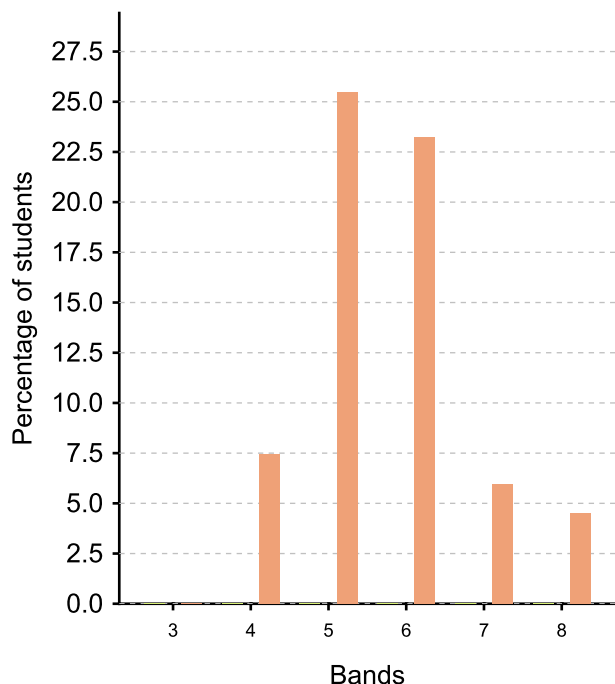
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

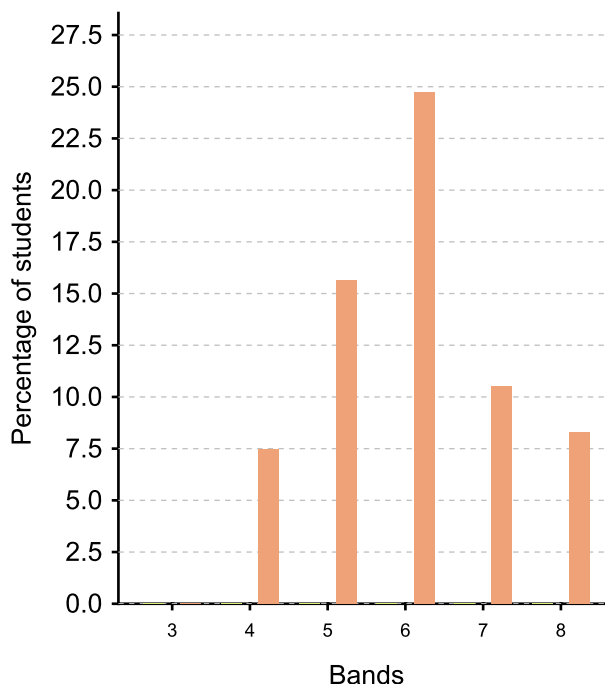


Percentage in bands:
Year 5 Writing



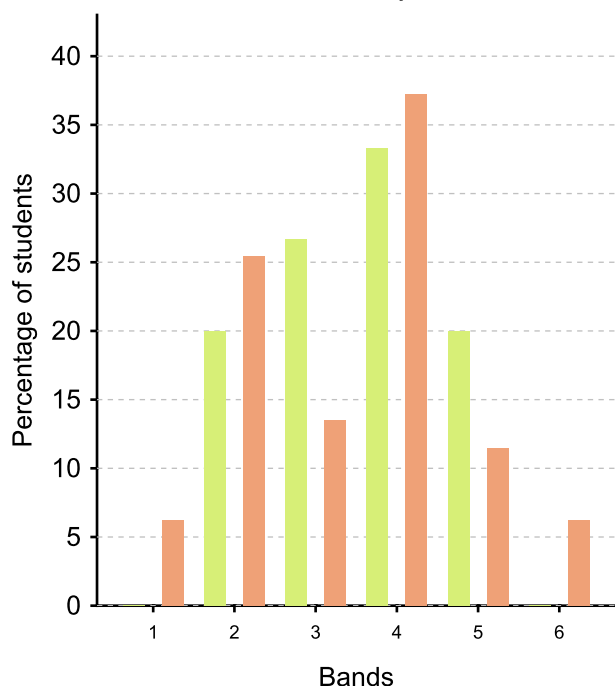
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Most responses are on a ten-point scale converted from Likert-format questions. A score of 0 indicated strong disagreement; 10 indicated strong agreement and 5 is a neutral position.

Student responses: The learning environment at Menai Public School is organised to engage creative learners. Our student feedback indicated:

- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. In this school, 100% of students valued School Outcomes. The NSW Govt norm for these years is 96%. 100% of the girls and 100% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.
- Students try hard to succeed in their learning. 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 89% of the girls and 96% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with

immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.5 out of 10. The NSW Govt norm for these years is 8.2.

- Effective Classroom Learning was rated 8.5 out of 10. The NSW Govt norm for these years is 8.2.

Staff Responses: Our staff at Menai Public School are skilled and innovative. They reported the following:

- I work with other teachers in developing cross-curricular or common learning 9/10
- School leaders have helped me improve my teaching. 9/10
- I monitor the progress of individual students. 9.5/10
- I discuss with students ways of seeking help that will increase learning. 9/10
- I help students to overcome personal barriers to learning using interactive technology. 9/10

Parent/Carer responses: One of our strategic directions is to have an inclusive, informed community and to build connectedness with our whole school community. In 2016 our community reported the following:

- I feel welcome when I visit the school. 9.2/10
- My child feels safe going to and from school. 8.4/10
- I can easily speak with my child's teacher. 9.3/10
- Reports on my child's progress are written in terms I understand. 8/10

Policy requirements

Aboriginal education

In 2016 Menai PS had 10 students from an Aboriginal background. Funding of \$6318 was provided to the school to support these students. Our school continued its affiliation with the AECG and our students once again joined local primary school and high school students to participate in Koori Kids Day.

Menai PS continues to use an acknowledgement of country at all school assemblies and functions to pay respect to Aboriginal culture and heritage.

Multicultural and anti-racism education

The total number of students at Menai PS with language backgrounds other than English is 18. These students come from a wide range of backgrounds where English is spoken as an additional language or dialect.

All staff members completed a profile on each student and this will be used each year to gauge progress of these students. Each staff member with support from the Learning and Support teacher differentiated their programs as needed to cater for these students.