

# Maclean Public School

## Annual Report



2016



3946

## Introduction

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

Sandra Armstrong

Principal

## School contact details

Maclean Public School

Woodford St

Maclean, 2463

[www.maclean-p.schools.nsw.edu.au](http://www.maclean-p.schools.nsw.edu.au)

[maclean-p.School@det.nsw.edu.au](mailto:maclean-p.School@det.nsw.edu.au)

6645 2431

## Message from the Principal

Welcome to the 2016 Maclean Public School Annual Report. The year has been another successful one for students and staff at our school with the continuation of high impact initiatives. These include our Stephanie Alexander Garden Kitchen Program where students grow and cook their own food, and the Maclean MakerSpace, where students study STEM (Science Technology Engineering and Maths) through hands on project based learning.

All students continue to learn to read music and play musical instruments with weekly lessons delivered by musician and teacher Mrs Moore. Students also now learn a second language, Yagirr, which is the language of the local Yaegl people, the traditional owners of the land on which our school stands.

Sporting programs offered in 2016 were comprehensive with students offered coaching and skill development in a variety of sports. Outdoor education included excursions to Lake Ainsworth and Midginbill Hill.

Student choirs and musical ensembles excelled in the Lower Clarence Music Eisteddfod and the Maclean Recorder Group once again performed at the Sydney Opera House as part of the Festival of Music.

Ministers in our School Parliament attended the GRIP student Leadership Conference and also worked with elders in the local aged care facility as part of the Sing Out Loud service learning program.

The school held its inaugural Maclean Public School Expo, an "open to community" event, which featured both static and interactive displays reflecting the comprehensive range of educational programs on offer at our school. Our Pop Up Museum was well attended and highly acclaimed as was our school musical "Around The World".

The refurbishment of our school library was completed, the majority of the school was air conditioned, solar electric panels were installed and a range of new musical instruments were purchased. All of these enhancements were funded by the Late Yukiko Sheehan, a kind and generous Maclean identity who passed away in 2014 bequeathing a significant portion of her estate to our school. A plaque dedicated to Yukiko is located in the library foyer. Her legacy is currently appreciated by hundreds of Maclean students and will continue to be for many years into the future.

With 2016 behind us, we look forward to an exciting year ahead as Maclean Public becomes an Early Action for Success school with an Instructional Leader appointed and also goes live with the new Learning Management Business Reform. The Maclean Public School Team looks forward to traveling the educational road ahead with you, your children and the Maclean community.

Kind Regards,

Sandra Armstrong

# School background

## School vision statement

The staff and community of Maclean Public School will deliver excellence in education – excellence in learning, excellence in teaching and excellence in leading. We will focus on students. We will nurture, guide, inspire and challenge them to find the joy in learning and to build their skills and their understandings. In support of our vision, we are committed to:

- Providing quality learning and teaching experiences for all students;
- Ensuring that each student reaches his/her potential in intellectual, creative, physical, social and emotional development;
- Providing students with opportunities to develop leadership skills
- Catering for students from all backgrounds;
- Ensuring Maclean Public School students, teachers, parents and community members are respectful, responsible and safe learners;
- Providing a safe, caring and disciplined learning environment which emphasises the importance of values, attitudes and citizenship;
- Involving parents, caregivers and the local community in all aspects of our school;
- Ensuring that all students are equipped with the skills to adapt to and embrace technological change;
- Developing a commitment to lifelong learning.

## School context

Maclean Public School is in a rural area and has an enrolment of 175 students of which 49 identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 137 and an ICSEA (Index of Community Socio Educational Advantage) of 916. This rating shows 46% of families in the lowest quartile, 40% in the middle quartiles and 9% in the highest quartile. The school delivers quality educational programs. High expectations are promoted across all areas of the curriculum and an emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. Maclean Public is committed to excellence in teaching, leading and learning. Student participation in sport is enthusiastic and the school enjoys “Diamond” status in the Premier’s Sporting Challenge as well as solid performances in PSSA teams, swimming and athletics at local, district and state levels. Student participation and performance in the creative and performing arts is strong. The school performs well at local Eisteddfods and the school produces a musical and a short film every year. Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed to support students. The school has established strong links with local preschools. The school continues to focus on technology and 21st century learning to ensure our students are masters of change and leaders in learning. In 2016, the school began the Stage 3 STEM Project. The project will see the creation of a MakerSpace for STEM activities.

# 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.

We validated our performance at sustaining and growing in 9 of the 14 elements of the framework. Our strongest performance was in the domain of Leading. This was a result of the work done in streamlining management systems, being strategic in the delivering of professional learning, building collaborative practice and enhancing communication systems. In the domain of Teaching we note that programs currently being implemented to build teacher capacity in data literacy will enable our school to move from delivering into sustaining and growing and beyond. We noted that the school’s performance against the element of Student Performance Measures is impacted by student mobility rates.

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

### Student Learning

#### Purpose

To ensure that each student reaches his/her potential in intellectual, creative, physical, social and emotional development, it is essential to:

- provide quality learning and teaching experiences for all students
- develop a commitment among students to lifelong learning
- maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour
- ensure that all students are equipped with the skills to adapt to and embrace technological change.

#### Overall summary of progress

Writing remains a school focus with teachers differentiating their teaching to meet student need, criteria marking work samples to ensure consistency in teacher judgement and analysing data to inform teaching. All teachers have noted an increase in student level of engagement in writing.

The whole school Music Program resulted in exceptional results at the Lower Clarence Eisteddfod and outstanding performances at a number of school and community events.

Positive Behaviour for Learning (PBL) focused on a school wide self assessment and the development of behaviour expectations and related teaching resources to support student learning. PBL has had a positive impact on the school culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN (National Assessment Program Literacy and Numeracy) Writing growth above Similar School Groups (SSG)	NAPLAN student growth data for the writing component is not available for 2016. NAPLAN trend data for all year 5 students in writing, however, shows student growth of 21.4 points which is twice that of like school groups.	QTSS \$8,000 RAM Low Level Disability \$13,000
80% of students achieve in the appropriate clusters on the Planning Literacy and Numeracy (PLAN) Literacy Continuum in Writing K–6	PLAN data shows that 78% of K–2 students achieved in the appropriate clusters and 64% of 3–6 students.	RAM Low Level Disability \$13,000 RAM Aboriginal \$10,000
80% of year 5 students achieve their writing goals	Students attendance has fallen from 97.2 to 92.4 which is 1.6 below the state profile.	RAM Aboriginal \$15,000 RAM Isolation allowance \$3,500
Improved student attendance	Goal achieved. Sentral Wellbeing data shows a 21% decrease in negative behaviour entries and a 43% in positive entries.	RAM Equity Funding \$50,000
Decrease in negative and increase in positive entries in Sentral Wellbeing		



## Next Steps

In 2017 our school becomes an Early Action for Success (EAfS) school. As a component of this initiative, students will begin the Language, Learning and Literacy program (L3). L3 is a research-based, data driven Kindergarten to year 2 classroom intervention, targeting text reading and writing. Students in Kindergarten to Year 2 will also begin Targeting Early Numeracy (TEN). TEN is an early intervention program that assists in extending student ability level in Numeracy.



## Strategic Direction 2

### Staff and Leader Learning

#### Purpose

To ensure our teachers and leaders are highly skilled educators it is essential that:

- we develop a collaborative culture, strong on trust
- our teachers demonstrate deep curriculum knowledge across the school through shared professional dialogue, collaborative planning, mentoring and peer coaching
- our teachers engage in professional learning that reflects School targets and Australian Teaching and Principal Standards
- our teachers develop a reflective culture where feedback from lesson observations and analysis of data informs practice, so that programs are differentiated, relevant, challenging and engaging.

#### Overall summary of progress

Teacher collaboration has been enhanced by the continued implementation of coaching, mentoring and peer observations. Teachers have shared best practice with colleagues through these processes and also through learning circles, planning days and program sharing.

Teachers have also embedded the Performance and Development Framework and continue to develop their body of evidence to support BOSTES Teacher Accreditation via the White Folder.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
EaFS Action Plan implemented and intended actions realised	Goal achieved. All teachers who trained in the Covey 7 Habits of Highly Effective People regularly apply facets of the program to their workplace.	RAM Equity \$7,000
K–2 teachers trained in L3 and TEN	80% of teachers include evidence of their data literacy in classroom programs.	Beginning Teacher Funding \$6,000 QTSS \$5,000
Two teachers trained as TEN Facilitators	Goal achieved. Our PBL Internal Coach has overseen the implementation of School Wide Evaluation Tool and the recommendations from this survey have been adopted across the school. 100% of teachers are teaching PBL and the Internal Coach has developed resources that support the program. The Internal Coach has also mentored staff in the teaching of PBL.	RAM Equity \$22,000
EaFS Instructional Leader trained	Goal achieved.	QTSS \$6,000
Educator Impact surveys completed by all teachers and feedback used to set Performance and Development Plan goals		
Teachers take part in at least two peer observations of classroom and/or leadership practice.		

## Next Steps

The appointment of an EAfS Instructional Leader to our school in 2017 will enable the coaching and mentoring project to be extended. The Instructional Leader will build the capacity of Kindergarten and Stage 1 teachers to be highly literate in their collection and analysis of student data.

We acknowledge the significance of specific and constructive feedback for teachers on their teaching practice and as such, will implement Educator Impact (EI). As Professor Hattie says, "Know thy impact." EI's 360-degree teacher feedback program empowers educators to regularly reflect on their practice and increase their impact on student learning.



### Strategic Direction 3

#### Community Engagement and Learning

#### Purpose

To ensure our community is inclusive, well informed, effective and engaged our parents, caregivers and the local community must be involved in all aspects of our school.

#### Overall summary of progress

The Yaygirr Aboriginal Language Program, begun this year, has been a success on many levels. All students have broadened their understanding and appreciation of the Yaegl culture. Yaygirr signage has been installed throughout the school featuring original art work created by a local Yaegl artist who also has a child attending our school. Students have performed at many school and community events singing songs in Yaygirr and our welcome to country is now often delivered in Yaygirr. Members of the Yaegl community attend each lesson to ensure the integrity of the language is maintained.

The Community Connections (CC) program has resulted in a doubling of the number of visits our students make into the community and a substantial increase in attendance at school events by community members. 2017 Kindergarten enrolments also increased. CC included a Kindergarten Transition program spanning three school terms, Pop Up Museums and Galleries, the Maclean PS Expo, Curriculum Cafes, Sing Out Loud program and numerous visits to community centres by student choirs and musicians.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School partnerships successfully implemented as measured by high satisfaction levels in surveys	Goal achieved.	RAM Aboriginal \$4,000 RAM Equity \$20,000
Increased Kindergarten enrolments	Goal achieved.	RAM Equity \$15,000
Increased knowledge throughout the community of programs offered to students at Maclean Public School		

#### Next Steps

The Yaygirr Language Program will become an Indigenous Advancement Strategy Initiative along with our Ambaali Ngaarri Drumming program.

Our Kindergarten Transition Program has been well received by preschools, pre-schoolers and their families. Survey data stated that the program should not be altered at this stage as it was delivering well in all target areas.

We will hold the Maclean Public School Expo at the end of term 2 in 2017 as opposed to Term 4..



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>90% of students successfully exited QuickSmart Maths program.</p> <p>All students have a Personalised Learning Plan (PLP) and are making progress along the literacy and numeracy continuums.</p> <p>The Yaygirr Language program has enhanced cultural awareness and boosted the self esteem and cultural identity of Aboriginal students.</p>	<p>\$94,000</p> <p>Strategic Direction 1</p> <p>AEO \$65,000</p> <p>Check In Check Out</p> <p>QuickSmart Maths \$20,000</p> <p>Yaygirr Language Program \$9,000</p> <p>Positive Behaviour for Learning</p>
<b>Low level adjustment for disability</b>	<p>The Learning Support Teacher assists students and teachers in programming, assessment, analysis of data and targeted interventions.</p> <p>Stephanie Alexander Garden Kitchen Program, STEM and social skills programs were effective in decreasing negative behaviour entries in Sentral and in increasing student engagement. These programs also gave students the opportunity to apply their skills in Literacy, Numeracy, cooperative group work and problem solving.</p> <p>The school's learning and support processes have been enhanced with regular meetings scheduled, the updating of procedures in line with the School Wellbeing Framework and professional learning for all staff on the referral process and the writing of student plans.</p>	<p>\$101,000</p> <p>Strategic Direction 1</p> <p>Learning and Support Teacher \$81,000</p> <p>School Learning Support Officers \$20,000</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Collaborative practices were established including stage and executive planning days, mentoring and coaching opportunities and lesson observations.</p>	<p>\$13,000</p> <p>Strategic Direction 2</p> <p>Teacher Release.</p>
<b>Socio-economic background</b>	<p>All students learn to read music and to play a musical instrument in their weekly music lessons taught by a specialist music teacher. Classroom teachers have also been upskilled in their ability to teach music as they are mentored by the specialist teacher.</p> <p>Our community liaison officer has strengthened school community partnerships with effective communication tools and regular scheduling of student performances at community events. Attendance at school events by community members has increased by 40% this year compared to 2015. School Satisfaction Survey shows 95% of respondents are happy with all aspects of the school and would recommend the school to others.</p> <p>The transition to school program has resulted in an increase of Kindergarten enrolments of</p>	<p>\$149,000</p> <p>Strategic Direction 1</p> <p>Music Teacher \$44,000</p> <p>Hands on Learning Programs \$30,000</p> <p>Strategic Direction 2</p> <p>PBL Internal Coach \$22,000</p> <p>Teacher release for Professional Learning \$20,000</p> <p>Strategic Direction 3</p> <p>Community Liaison</p>



<b>Socio–economic background</b>	20%. Links between the preschools and are school have also been strengthened.	Officer \$20,000 Teacher release \$5,000
<b>Support for beginning teachers</b>	The Teacher Mentor Program was successful in meeting the needs of the beginning teacher.	\$13,000 Strategic Direction 2 Teacher release and teacher mentor
<b>Early Action for Success</b>		
<b>Indigenous Advancement Strategy</b>	Drummers have achieved a level of proficiency that is commendable. AEW has been upskilled in the workplace.	\$32,000 Strategic Direction 3 Teacher release \$22,000 AEW \$10,000



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	92	101	86	87
Girls	83	89	97	90

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.2	92.3	97.5	88.9
1	91.5	93.7	95.6	93.2
2	90.8	93.9	97.4	89.9
3	93.3	93.2	96.5	91.3
4	91.5	93.7	96.9	93.6
5	91.1	94.7	97.6	94.6
6	93.1	91.7	98.6	94.3
All Years	91.5	93.4	97.2	92.4
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	3.02
Other Positions	0.07

\*Full Time Equivalent

We have two Aboriginal staff members at our school; our year 2 teacher and our Aboriginal Education Officer.

### 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	10

### Professional learning and teacher accreditation

We have two teachers accredited at Proficient and one seeking Accreditation at Highly Accomplished.

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

## Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>137 374.65</b>
Global funds	142 840.88
Tied funds	306 531.89
School & community sources	246 497.99
Interest	3 518.93
Trust receipts	37 704.63
Canteen	0.00
Total income	874 468.97
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 148.64
Excursions	35 112.34
Extracurricular dissections	101 992.35
Library	0.00
Training & development	12 092.75
Tied funds	279 029.88
Short term relief	32 669.69
Administration & office	49 069.43
School-operated canteen	0.00
Utilities	24 933.13
Maintenance	34 902.65
Trust accounts	37 787.73
Capital programs	14 630.30
Total expenditure	632 368.89
<b>Balance carried forward</b>	<b>242 100.08</b>

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.

NAPLAN results for year 3 students showed consistent scores in Reading and Spelling, a slight drop in Grammar and Punctuation and growth in Writing of 51 points when compared to the 2015 cohort.

NAPLAN results for year 5 students in value adding showed growth above state average in Grammar and Punctuation. Writing results were up 22 points when compared to the 2015 cohort and spelling results remained consistent.

NAPLAN Numeracy results for year 3 students showed an improvement of 26 points when compared to the 2015 cohort.

NAPLAN Numeracy results for year 5 students in value adding showed growth above the state average.

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.

In year 3, 36% of students performed in the top two bands for Reading and 22% in Numeracy.

In year 5, 27% of students performed in the top two bands in Reading and 8% in Numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community about the school.

We asked our community three questions:

1. What do we do well at Maclean Public School?
2. What could we do better?
3. Would you recommend our school to others?

There were 42 respondents. Of these 100% agreed that they would recommend our school to other families looking to enrol their children.

Popular programs with families were the Stephanie Alexander Garden Cooking Program, the Science Technology Engineering and Maths (STEM) program, sporting programs, music, technology and the Yaygirr language program.

School home communication was another positive with the Skoolbag App sighted as an excellent tool for families to keep informed of school activities.

The reception and assistance provided by our administrative staff was greatly valued as was the work of our teachers in their provision of high quality teaching and learning programs.

Student leadership programs were acknowledged as exceptional as was the school excursion program.

Areas for development included a learn to swim program for kindergarten students, the canteen to be opened more often, a morning tea for students achieving Gold Level and more homework.

In 2017, we will investigate the possibility of providing learn to swim classes for the under 8 year olds.

## Policy requirements

### Aboriginal education

The Aboriginal Education Team had a productive year meeting on a regular basis to plan and evaluate programs for our Aboriginal students. Mrs Richey began teaching Yaygirr Language to all students with the assistance of a number of Yaegl elders and community members. Negotiations progressed on the Yaygirr signage project and the Ambaali Ngaarri Drumming Program continued. The Check-In Check Out program ensured all Aboriginal students accessed hats and school learning resources on a daily basis.

Links with the Aboriginal community strengthened with two staff members being elected to positions on the Lower Clarence Aboriginal Education Consultative Group. NAIDOC was well attended by members of the Yaegl community. Our thanks go to the Maclean High School students and staff who joined us for the day. All students in Stage 2 and 3 have learnt to sing The River Song – in Yaygirr and this has been incorporated into special occasions. Students have also learnt to say welcome to country in Yaygirr.

Our Aboriginal Education Officer tutored students in QuickSmart Maths and the Stephanie Alexander Garden Kitchen Program. She also assisted students in the classroom with Literacy and Numeracy activities and in the playground during sport sessions.

All students have Personalised Learning Plans incorporating individual goals. These plans were developed collaboratively by the student, the teacher and family members.



### Multicultural and anti-racism education

Most students at Maclean Public School come from English speaking backgrounds. This emphasizes the need to raise student awareness of a national and global society that is significantly different from that of Maclean.

We celebrate the diversity of cultures in many ways including activities as part of the History Syllabus and multicultural events. The SAGKP promotes the preparing and eating of foods from other cultures and the school Munch Crunch Canteen regularly serves multicultural foods.

This year our school produced the musical "Around The World" featuring singing and dancing from several countries and our drumming group and senior choir performed at Harmony celebrations.

Classroom learning programs are also provided to develop the knowledge, skills and attitudes required for a culturally diverse and tolerant society.