

Macdonald Valley Public School

Annual Report



2017



2439

Introduction

The Annual Report for 2017 is provided to the community of Macdonald Valley 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.

Melissa Date

Principal

School contact details

Macdonald Valley Public School

1331 St Albans Road

Central Macdonald, 2775

www.macdonaldv-p.schools.nsw.edu.au

macdonaldv-p.School@det.nsw.edu.au

4568 2120

School background

School vision statement

At Macdonald Valley Public School we believe:

'Personalised Learning' should be embedded into every aspect of teaching and learning to cater for all students' unique gifts and talents.

'Collaborative Teaching' leads to staff sharing their best practice and teaching talents to ensure a holistic educational experience for the students.

'Empowering Leadership' systematically built into all levels of the school and community is the best way to prepare for an ever changing and dynamic future.

School context

Macdonald Valley Public School is a remotely located P6 Primary school located in the heart of Macdonald Valley. Visitors from outside the valley need to take a ferry ride to get here. The school currently has 12 students enrolled across grades 1–6 with 6 boys, 6 girls.

The school prides itself on striving to provide a personalised learning journey for all of our students. A journey which is customised to the unique and individual talents of each of our students.

Technologically the school is well equipped with 2 Interactive whiteboards, 5 laptops, 11 desktops and a Windows 8 tablet. This technology is deeply embedded into the teaching and learning practices to help the students along their learning journeys.

Macdonald Valley PS is fortunate enough to have strong ties with its community and every parent is an active P&C member. The P&C runs many fundraising activities throughout the year with our most successful being the 'Easter Markets' on Easter Sunday.

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.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Personalised Learning

Purpose

'Personalised Learning' should be embedded into every aspect of teaching and learning to cater for all students' unique gifts and talents. This will be achieved by empowering learners in a student centred environment where they are able to self-evaluate their own learning needs and reach their academic potential.

Overall summary of progress

Staff members continue to engage with the strategic planning process. Professional dialogues during staff meetings involve monitoring, evaluating and reviewing milestone implementation and impact.

Professional Development with the support of our Instructional Leader has enhanced the creation of differentiated programs and effective and meaningful assessment practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students showing individual growth along the levels and clusters of the literacy and numeracy continuums.	\$0	All students were plotted using PLAN with adjustments to programs and support provided where needed. Started Early Action for Success (EaFS) with an Instructional Leader.
All students showing individual growth on school based data including PM benchmark data, phonemes assessments and high frequency word assessments.	\$0	Staff applied their training in running records to regularly assess students and gather data. Information was used to guide teaching practice. Students demonstrated growth in literacy benchmarks.

Next Steps

Teachers continue to plot students using PLAN and to respond to growth through teaching programs and practices.

Teachers to become familiar with Learning Progressions in preparation for 2018 roll-out.

Differentiated programs to be created through collaboration with all staff.

Strategic Direction 2

Collaborative Teaching

Purpose

'Collaborative Teaching' leads to staff sharing their best practice and their teaching talents to ensure a holistic educational experience for the students. This will be achieved by embedding collaborative, high quality teaching practices and transparent data driven systems into the daily running of the school.

Overall summary of progress

Staff continued to undertake professional development and participate in collaborative training and planning with other schools and leaders. Reflection and evaluation of the strategic planning goals have continued to be the focus of staff meetings and planning for further development in teaching practice and programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff regularly complete peer observation forms and provide feedback to each other, based around the 'Australian Professional Standards for Teachers' framework.	\$0	Collaboration with all staff has involved the planning and creation of programs and processes based on feedback from lesson observations. Value for the input of teachers and SLSOs ensures that best practice is supported and developed.
Greater collaboration across small schools including professional learning, carnivals, camps and gala days.	\$2400	Teacher and SASS salaries to cover supervision and release, Macdonald Valley PS continues to have an active involvement with the wider educational community. Small school carnival participation included swimming and athletics. Gala day, camps and a shared NAIDOC experience, were enjoyed and valued by students and staff. Staff development days within our small school network ensured opportunities for collaboration through: Principal Network meetings, Small School network meetings, MMWaC (Macdonald Valley, Maroota, Wisemans Ferry and Cattai) network meetings and joint school events.

Next Steps

Evaluation of the feedback given from peer teaching observations will result in further professional development and collaborative planning processes to ensure ongoing differentiation for students.

Continued involvement in Small School Carnivals, Camps and Gala Days.

Continued participation in joint school events with the MMWaC (Macdonald Valley, Maroota, Wisemans Ferry and Cattai Schools) community.

Strategic Direction 3

Empowering Leadership

Purpose

'Empowering Leadership' systematically built into all levels of the school and community is the best way to prepare for an ever changing and dynamic future. This will be achieved by providing purposeful leadership opportunities and further developing leadership capacity within the students, staff and school community.

Overall summary of progress

The school is well promoted and supported by the wider local community. Students numbers have continued to grow and the community support of events like the Easter Markets show active support from community members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff participate in '7 Habits of highly effective People' Professional learning.	\$0	Staff continued to use the 7 Habits training model to maintain consistent expectations for staff and students.
New school promotion material created and distributed to the community to help raise the schools profile.	\$0	Continued use of the school newsletter and school letterhead to share school news with our community.

Next Steps

Development of the school website to ensure regular and current information is shared within our school and the wider education community.

Further promotion of the Macdonald Valley Family Day Care Centre to ensure sustainability.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading (\$639)	NAIDOC activities held in conjunction with local ATSI community. Resources were purchased to support Literacy and Numeracy outcomes.
Low level adjustment for disability	0.1 LaST position and SLSO Low level adjustment for disability (\$503)	Daily support for all students based on Individual Learning Plans in both Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	QTSS (\$1978)	Professional development and support from Instructional Leader resulting in sharing of quality programs, effective assessment practices and collaboration between all staff.
Socio-economic background	0.1 teacher (\$0.00)	Additional staff provided all students with targeted Literacy and Numeracy instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	3	3	2	6
Girls	4	6	7	6

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	98.5	97.8	95.1
1	94.6	96.7	96.4	92.8
2	96.7	99.5	94.6	93.9
3		95.6	97.8	97.8
4	93.5		93	96.8
5		96.7		97.3
6		87.2	90.3	
All Years	94.6	97.1	94.9	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3		94.1	94.2	94.1
4	94.9		93.9	93.9
5		94		93.8
6		93.5	93.4	
All Years	94.9	94	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1
Other Positions	0

*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	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning is an integral part of each staff member's professional development. All teachers at Macdonald Valley Public School are committed to enhancing their teaching skills and attending quality learning experiences, which strengthens their teaching.

All staff participated in a number of professional development opportunities including;

- Staff development sessions focusing on compliance training such as CPR training, Code of Conduct, Child Protection, anaphylaxis training and WHS
- School Excellence Framework and Performance and Development Plans (PDPs)
- The Literacy Continuum and interpreting PLAN data.
- Participation in a two day workshop on the Positive Partnerships initiative.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	27,989
Revenue	340,467
Appropriation	325,937
Sale of Goods and Services	-84
Grants and Contributions	14,204
Gain and Loss	0
Other Revenue	0
Investment Income	409
Expenses	-316,628
Recurrent Expenses	-316,628
Employee Related	-283,739
Operating Expenses	-32,889
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,839
Balance Carried Forward	51,828

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Further details concerning the school's financial statement can be obtained by contacting the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	248,697
Base Per Capita	1,375
Base Location	2,310
Other Base	245,012
Equity Total	23,799
Equity Aboriginal	2,634
Equity Socio economic	10,542
Equity Language	0
Equity Disability	10,623
Targeted Total	0
Other Total	21,717
Grand Total	294,213

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

In 2017 Macdonald Valley had one year 3 student and one year 5 student complete the NAPLAN tests. In order to respect the privacy of the individual students, data received will be reported on in broader terms.

Students from Macdonald Valley were above national averages for all but 2 areas. The only two areas below average were still within the same band and range. One student was well beyond National average across all areas.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Policy requirements

Aboriginal education

Aboriginal Education has continued to be an important focus in 2017.

Our goals align with departmental policy to ensure that all members of the school community are actively engaged in learning about the culture of our indigenous ancestors.

Multicultural and anti-racism education

Celebrating every individual's unique talents, backgrounds and experiences is an important part of the culture within the school and the community.

Our school had maintained a focus on multi-cultural education in all areas of the curriculum by providing programs and experiences which develop knowledge, skills and attitudes of different cultures. We promote an understanding of diverse cultural and religious backgrounds.

Harmony day was celebrated with other small schools within our network in order to enhance opportunities to explore a more diverse range of cultures and experiences.