

Mandurama Public School Annual Report



2017



2460

Introduction

The Annual Report for **2017** is provided to the community of **Mandurama 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.

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School background

School vision statement

At Mandurama Public School, we believe and want all students to “Aim High” within an inclusive environment so that students reach their true potential and become confident, creative and resourceful individuals who are prepared to embrace 21st century changes enabling to build communities for the future.

School context

Mandurama Public School is a small, rural school located in the Orange Area. The school is located 30 kilometres from Blayney and 60 kilometres from Orange. The school currently enjoys a strong partnership with the Heritage Schools. The school caters for students from Kindergarten to Year 6. Students live within the village of Mandurama or the nearby surrounding areas. Mandurama PS is a well-resourced school, set in pristine gardens. The school provides a dynamic and caring environment in which all students’ access quality educational programs. In recent years major initiatives in literacy, numeracy and the performing arts have brought about widespread recognition. The school’s multi-skilled and professional staff continually enhances students’ educational opportunities. The school has provided students with educational opportunities with the support of a highly committed parent body and the wider community.

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 school's continued focus on improving the teaching and learning of all students has resulted in improvements in both literacy and numeracy. This has occurred as a result of careful tracking of every student, together with high quality explicit teaching to meet each student's learning needs.

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

Quality teaching and learning programs.

Purpose

- To support all students to become proficient and creative learners who reach their full potential.
- To increase teacher capabilities in engaging students through meaningful learning opportunities.

Overall summary of progress

Students have an improved understanding about their learning and can articulate what they are learning and self-reflect on their progress. This is especially evident in literacy and numeracy which occurs on a daily basis through individual programs and strong teaching. As a result, more students are achieving proficiency according to NAPLAN testing, and most students are achieving at or above expected levels in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the percentage of students achieving in the proficient bands of NAPLAN by 8% by 2019.	\$2994.73	67% of students achieved proficiency in Reading and Numeracy
• Increase the percentage of Aboriginal students achieving in the proficient bands by 30% by 2019.	\$0	No Aboriginal students participated in NAPLAN in 2017

Next Steps

- Staff training and support to implement the new Learning Progressions and associated software to inform staff and students about new ways of assessing to set literacy and numeracy targets for each child
- Improving linkages with specialised staff to provide excellent learning environments for every child
- Continue the use of success criteria and learning intentions to inform learning and provide real feedback to students about their learning

Strategic Direction 2

Strengthening positive relationships.

Purpose

- To provide students with a broad range of opportunities to engage with peers across schools.
- To build a collaborative culture between staff and students across Heritage schools.

Overall summary of progress

Our School Community continues to engage in the Heritage Schools' network to combine resources, share professional learning opportunities and maximise a broad range of learning opportunities for every child. School families were invited to events such as Mothers' Day and Fathers' Day events, and an increase in engagement with the Schools' Facebook Page can be demonstrated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All students show an increase in participating in learning and school activities.	\$738	All students engaged in Heritage Schools' initiatives including Art Exhibitions, Sporting Carnivals and Cultural Days
• Increased parent engagement.	\$505.51	School families were invited frequently into the school to attend events to celebrate special days and to support student learning in the classroom.
• Teaching and learning programs reflect current practice.	\$2000	Staff attendance at Professional Learning relevant to developing an improved school learning environment and culture.

Next Steps

- To continue to create opportunities to strengthen strong collaborations between parents, students and the community that inform and support continuity of learning for all students and for the school's
- To improve partnerships with specialist staff to improve the learning opportunities for all students
- To develop a school culture where there is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- To continue to encourage participation in the Heritage Schools' initiatives to broaden students' learning experiences and to develop peer relationships that will assist with transition to secondary school

Strategic Direction 3

Developing and enhancing learning opportunities.

Purpose

- To enhance learning opportunities by providing engaging, innovative systems for learning that offer personalisation for each student to maximise their potential.

Overall summary of progress

Professional Development opportunities have been created for staff to improve their knowledge about designing learning for students with specific learning needs. Staff's knowledge of assessment and the use of data to inform learning has also improved through mentoring and observations. Innovative ways of using technology to enhance learning were also evident, which required the purchase of equipment to build student's technological access.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Students show growth in focus areas.	\$3416.11	<p>Most students achieved at or above expected growth in Literacy and Numeracy.</p> <p>New technology was purchased to ensure that all students had reliable access and opportunities to develop skills</p>
<ul style="list-style-type: none">Staff implements DEC changes as they occur.	\$3179.79	<p>Staff training in utilising assessment data to personalise learning</p> <p>Staff training in new school management systems to improve resource planning and use</p>

Next Steps

- All staff will engage in learning about the Learning Progressions, assessment for, of and as learning and Plan2 software implementation
- All staff will engage in regular professional discussions with the Principal to continually improve their skills and knowledge as excellent educators
- Student strengths will be identified and utilised to provide more engaging learning opportunities with increased participation

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4795 • (\$0.00)	All Aboriginal students have a Personalised Learning Pathway that is developed with the students and their families. Each student was supported to access their learning through their interests within a high expectations environment.
Low level adjustment for disability	\$12 113 • (\$0.00)	Students with supported learning needs have a personalised learning plan. Resources were also purchased to improve students' access to their learning.
Quality Teaching, Successful Students (QTSS)	\$1770	Staff were mentored to improve their skills in programming and planning for every student.
Socio-economic background	\$4795	<p>The purchase of improved technology has enabled all students the ability to improve technology skills.</p> <p>This initiative included training for staff in the use of this equipment and the use of it to personalise learning.</p> <p>All students were also supported to access the Heritage Schools' initiatives such as excursions and access to Art specialist teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	5	4	4
Girls	5	4	6	6

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.9	94.5	97.1	100
1	92.4	89.8	86	95.8
2		96.7	85.7	100
3	98.2		93.5	93.2
4	93.8	94.5		88.9
5	98.2			
6	92.4	96.7		
All Years	94.2	94.4	91.3	93.9
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	94.1	94
3	95		94.2	94.1
4	94.9	94		93.9
5	94.8			
6	94.2	93.5		
All Years	94.8	94	94.1	94

Management of non-attendance

Non-attendance is followed up on the day of absence, with opportunities for students to notify the school expanding with the introduction of School Stream. Chronic non-attendance is discussed with the student and their families, and also communicated to the Home School Liason Officer if the above measures are ineffective.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
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	0.95
Other Positions	0

*Full Time Equivalent

There are no staff employed at Mandurama Public School who identify as Aboriginal.

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

All teaching staff have been encouraged to improve their professional skills and knowledge through developing goals to reflect their own professional learning needs and to also consider how they will meet the school's targets for improvement. Regular opportunities were created for professional discussions about improving the professional skills of each staff member. Through this Performance and Development Framework process, all staff are continually improving. In 2018, all staff will become proficient and accredited with NSW Teacher Accreditation body NESAs (New South Wales Education Standards), and will be supported to maintain and seek higher levels of accreditation.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	24,439
Global funds	59,574
Tied funds	22,654
School & community sources	3,740
Interest	365
Trust receipts	37
Canteen	0
Total Receipts	86,370
Payments	
Teaching & learning	
Key Learning Areas	7,996
Excursions	323
Extracurricular dissections	507
Library	1,248
Training & Development	25
Tied Funds Payments	14,092
Short Term Relief	2,686
Administration & Office	15,375
Canteen Payments	0
Utilities	4,104
Maintenance	7,539
Trust Payments	37
Capital Programs	0
Total Payments	53,931
Balance carried forward	56,877

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.

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

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	64,698
Appropriation	62,307
Sale of Goods and Services	0
Grants and Contributions	2,360
Gain and Loss	0
Other Revenue	0
Investment Income	31
Expenses	-25,959
Recurrent Expenses	-25,959
Employee Related	-15,668
Operating Expenses	-10,290
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,740
Balance Carried Forward	38,740

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	258,674
Base Per Capita	1,528
Base Location	6,796
Other Base	250,349
Equity Total	17,757
Equity Aboriginal	4,678
Equity Socio economic	2,310
Equity Language	0
Equity Disability	10,768
Targeted Total	0
Other Total	14,419
Grand Total	290,849

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.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in Literacy in 2017 information regarding the percentage in skill bands cannot be shown due to privacy concerns.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in Numeracy in 2017, information regarding the percentage in skill bands cannot be shown due to privacy concerns.

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.