

Manifold Public School

Annual Report



2017

Manifold
Public School

2464

Introduction

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

Excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Manifold Public School has maintained an enrolment of 35 students or more for the past 3 years. Students travel from the North Casino and Bentley areas to attend their school, which is set among the rolling hills of Bentley, NSW. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools (C.L.A.S.S.) and P–12 Rivers schools. The school community is looking forward to its involvement with the acclaimed One Schools Network of schools to further develop connections for students and staff. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino and Richmond River High Schools.

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.

Elements	2016 Assessment	2017 Assessment
LEARNING: Learning Culture	Delivering	Sustaining and Growing
LEARNING: Wellbeing	Delivering	Sustaining and Growing
LEARNING: Curriculum and Learning	Sustaining and Growing	Sustaining and Growing
LEARNING: Assessment and Reporting	Sustaining and Growing	Sustaining and Growing
LEARNING: Student Performance Measures	Sustaining and Growing	Sustaining and Growing
TEACHING: Effective Classroom Practice	Delivering	Sustaining and Growing
TEACHING: Data Skills and Use	Delivering	Delivering
TEACHING: Collaborative Practice	Working towards Delivering	Working towards Delivering
TEACHING: Learning and Development	Delivering	Sustaining and Growing
TEACHING: Professional Standards	Delivering	Delivering
LEADING: Leadership	Delivering	Delivering
LEADING: School Planning,	Delivering	Delivering
LEADING: School Resources	Sustaining and Growing	Sustaining and Growing
LEADING: Management Practices and Processes	Delivering	Sustaining and Growing

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 environments developing the whole child.

Purpose

To provide opportunities for all students to take responsibility and excel with their learning in core academic subjects. Ongoing development of positive and respectful teaching and learning environments featuring intrinsic student motivation. Further development of our inclusive culture where school experiences support the cognitive, emotional, social, physical and spiritual well being of all students.

Overall summary of progress

Student Learning Support Officer (SLSO) role established

The SLSO role was established in response to identified student need. The role will continue to support student need in 2018, particularly in strengthening student achievement with literacy.

The use of Learning Intentions to enhance multistage planning established

Teachers completed joint literacy planning with the teaching principal. Staff have successfully engaged with the One Schools Network to further develop the integration of Science & Technology, History, Geography and the Creative Arts during 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none">1. Students achieve expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data.2. Greater than 75% positive responses to appropriate questions on school community surveys.	Use of Integration Funding Support resources to employ additional teacher resource.	<p>2017 NAPLAN data</p> <p>Above the state average for Year 3 performance with Grammar/Punctuation, Spelling and Numeracy. There is positive growth (above or expected) with Reading and Writing in Year 5–7 groups.</p> <p>2017 PLAN data</p> <p>K–6 Literacy PLAN data shows 53% of students at or above the appropriate age level for all areas. K–6 Numeracy PLAN data shows 73% of students at or above the appropriate age level for all areas. This data is based on teacher observation and results from student assessment tasks.</p> <p>Manifold Public School scored above the state norm in all of the following Tell Them From Me 2017 Parent Survey categories:–</p> <p>Parents feel welcome, Inclusive school, safety at school, School supports positive behaviour, School supports learning, parents support learning at home, Parents are informed.</p>

Next Steps

The following processes have been identified with the 2018–20 School Plan. The school planning team will be completing projects throughout 2018 to develop these processes.

Curriculum and learning

Deliver quality student centred and self– regulated learning experiences which enables students to understand how they learn and to achieve a year’s growth in a year’s worth of learning.

Student Wellbeing

Implement a One Schools integrated approach to student well–being in which students can connect,succeed and thrive at each stage of their schooling.

Strategic Direction 2

Active and resilient community partnerships focussed on leading school improvement.

Purpose

Build capacity for leadership development of all staff. Create greater opportunities to strengthen parental engagement through face to face and digital experiences. To create effective management systems to maximise the impact of the school's vision and strategic direction. Effective monitoring, evaluation and review processes of strategic directions with key stakeholders.

Overall summary of progress

Development of student leadership

The assumptions identified for this project include:

The project is a flexible and fluid model.

Small school students sometimes struggle to transition to a larger school setting i.e. high school.

Student participation at the expense of personal time i.e play time.

Training will provide sufficient skill development for all students i.e. students with needs.

Students participated in the following planned leadership activities :

CLASS excursions & cultural activities

GRIP excursion.

Leadership Meetings – Follow up GRIP projects.

Letter writing – Rotary/Lions, request for funds.

Family Group activities, including the school Vege Garden and "learning circles" .

Selling recess – SRC fund raising.

Buddy reading.

Kindy transition program.

Improve communication between school and home

The weekly newsletter was redesigned to assist communication with working families. School use of SMS texting increased to assist communication of emergent changes and urgent reminders.

Implementation of the Learning Management and Business Reform package

The School Administration Manager(SAM) and Teaching Principal completed all tasks and professional learning associated with this reform. The school successfully went LIVE with the new system as planned during late 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive general trends as shown in school attendance data.	No funds required.	See attendance data.
Ex MPS students enrolled in Year 7 showing expected growth in NAPLAN data and other relevant evidence.	No funds required.	Cohort size too small to fully report on Year 7 achievement.

Next Steps

The following was identified by the school planning team as the next steps in developing leadership at MPS:

1. Create greater access to the digital world.
2. Educate students about being a responsible digital citizen.
3. Create opportunities for individuals to be leaders.
4. Enhance student ownership of learning.
5. Provide real world projects.
6. Identify leadership among ourselves and colleagues.
7. Develop student voice.
8. Further enhance confidence building within school programs.

Strategic Direction 3

Collaborative and professional teachers nurturing successful 21st Century learners.

Purpose

Planned teacher evaluations of core academic subjects using internal & external student data utilised to engage the school community in the teaching learning cycle. To provide opportunities for teachers to develop professional partnerships with “like” schools to ensure consistency of teacher judgement and consistency of curriculum. Teachers utilise a range of effective 21st Century assessment practices to help monitor student learning progress. Teachers’ ongoing involvement with planned professional learning experiences will be based on evidence based research that improves their performance and development.

Overall summary of progress

Teacher use of the Quality Teaching Framework to stimulate professional dialogue with the implementation of writing programs.

Teacher use of a school based English planning framework to develop a unit of work focussed on the development of student writing.

K–2 Teacher participation with TEN Training and PreLit training.

Learning and Support Teacher participation with MacqLit training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive growth trends with NAPLAN and PLAN data for all students.	Most analysis of student data occurred during staff meetings.	See data above.
Identifiable growth in pre and post “coding” of selected QT elements in teaching practice & assessment tasks.	Teachers provided with release from face to face teaching to complete an analysis of the following Quality Teaching elements in their English lessons: Student self regulation Substantive communication	Evaluation of English K–2 2017 To what extent is the teaching and learning strategy supporting early writing and speaking and listening development? The speaking and listening donut was a very effective strategy as it allowed every student to practise the modelled sentence structure three times before independently writing it. To what extent are students engaged in substantive communication during this activity? The communication was sustained and reciprocal with teacher scaffolding and required turn-taking. It did not include open-ended questioning but did use extended statements and student choice for completing the given statement.. There was no accountability for student active listening which is an area that could be improved.

Next Steps

The following processes have been identified with the 2018–20 School Plan. The school planning team will be completing projects throughout 2018 to develop these processes.

Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Data skills and use

Student assessment data is regularly used school and Network-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes are evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	All Aboriginal students and their families participated in the Personalised Learning Plan processes.	Aboriginal background funds used to release teachers from the classroom.
Socio-economic background	Smaller class groups enabled classroom teachers to provide personalised programs for all students.	Socio-economic background funding used to employ a third teacher for additional days.
Support for beginning teachers	Mentoring sessions assisted a beginning teacher to successfully complete the second year of teaching.	Beginning teacher funds were used to release mentee from classroom teaching to complete identified Performance Development Plan tasks. Funds were also used by the Beginning Teacher to complete teacher accreditation processes.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	19	25	25
Girls	16	16	13	16

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	77.3	92.6	89.4
1	95.3	92	89.8	97.6
2	89.9	96.4	90.9	91.7
3	96.6	90.4	95.3	92.4
4	92.4	97.8	91.1	97
5	91.4	90.1	95.7	92.5
6	95.5	94.6	83.9	98.9
All Years	93.3	91.8	91.8	93.1
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	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school community was involved with the publication of the "MPS Attendance Policy and Procedures" during 2016. Families and teachers continue to follow the procedures outlined in this document.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
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	0.9
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

All teachers utilised professional learning funds during 2017 in accordance with personal goals identified with the principal and the 2015–17 School Plan.

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	45,690
Global funds	70,795
Tied funds	113,068
School & community sources	22,529
Interest	779
Trust receipts	733
Canteen	0
Total Receipts	207,905
Payments	
Teaching & learning	
Key Learning Areas	4,521
Excursions	8,577
Extracurricular dissections	6,874
Library	0
Training & Development	5,724
Tied Funds Payments	84,951
Short Term Relief	2,883
Administration & Office	13,708
Canteen Payments	0
Utilities	5,751
Maintenance	3,581
Trust Payments	517
Capital Programs	0
Total Payments	137,088
Balance carried forward	116,507

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	122,250
Appropriation	116,507
Sale of Goods and Services	5
Grants and Contributions	5,691
Gain and Loss	0
Other Revenue	0
Investment Income	47
Expenses	-65,936
Recurrent Expenses	-65,936
Employee Related	-45,269
Operating Expenses	-20,666
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,314
Balance Carried Forward	56,314

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	424,913
Base Per Capita	5,807
Base Location	1,705
Other Base	417,401
Equity Total	45,753
Equity Aboriginal	5,171
Equity Socio economic	28,211
Equity Language	0
Equity Disability	12,371
Targeted Total	46,280
Other Total	2,952
Grand Total	519,898

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.

Due to the cohort size the school is unable to report on the 2017 NAPLAN student data. However, the school staff spent considerable time during Term 3 2017 analysing ALL student growth data as shown in NAPLAN testing from 2015–17. The following trends were highlighted:

There was a greater number of students in the top 2 Bands for the following tests. Tests are listed in order of greatest improvement:

Year 3

Grammar & Punctuation

Spelling

Numeracy

Writing

Year 5

Writing

Spelling

Grammar & Punctuation

Numeracy

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.

Parent/caregiver, student, teacher satisfaction

The school community participated in the 2017 Tell Them From Me Surveys.

Student survey results

Students responded at or above the state norm for most Social–Emotional outcomes:

Student participation in sport and extra curricula activities.

Students with a positive sense of belonging and with positive relationships.

Students that value schooling outcomes and believe they have positive behaviour at school.

Students responded below the state norm for the following Social–Emotional outcomes:

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

Students do homework for their classes with a positive attitude and in a timely manner.

Parent survey results

Manifold Public School scored above the state norm in all of the following survey categories:

Parents feel welcome.

Inclusive school.

Safety at school.

School supports positive behaviour.

School supports learning.

Parents support learning at home.

Parents are informed.

Parent suggestions for future school projects

As part of the 2018–20 school planning process, parents presented suggestions for future school projects and programs. These suggestions were used to survey parent preference.

The suggestions are listed in order of preference – the first being the most popular big idea.

1. Create buddy programs during school learning time to foster greater self–esteem, leadership and literacy skill practice for students.
2. Investigate school community access to Commonwealth Government funding opportunities for capital works programs to create/enhance future learning spaces at MPS.

3. Investigate resources available to the school community to develop MPS Music Programs and provide access for individual students to attend formal music tuition.
4. Investigate resources available to the school community to develop MPS Language Programs.
5. Create greater opportunities for the school community to harness individuality and promote individual student talents.
6. Provide parents with clear communication about how they can be involved with school programs.
7. Work with the P&C to promote itself as the key organisation for parent participation in their child's school.
8. Provide community access to a site specific playgroup/preschool group to strengthen the current school transition program.
9. Investigate opportunities available to the school to develop Aboriginal perspective in student learning and greater access to local Aboriginal activities.
10. Investigate creative and cost effective ways to promote the school within the Bentley and North Casino areas.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has included:

- Completion of all personalised learning plans for Aboriginal students.
- Inclusion of program outcomes designed to educate all students about Aboriginal histories,cultures, perspectives and current Aboriginal Australia.

Multicultural and anti-racism education

Achievements in multicultural education and anti-racism education include:

- Inclusive classroom and school practices.
- Teaching programs promoting intercultural understanding and skills.