

Menai Public School

Annual Report



2017



2520

Introduction

The Annual Report for **2017** 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.

Kate Drury

Principal

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Message from the Principal

My first year at Menai Public School has been rewarding and enjoyable. I have been extremely proud of the way our students have worked towards their individual learning goals. The staff, students and parents have also worked together to build a collaborative and caring learning environment. Our motto "*Together We Learn and Grow*" reflects our commitment to developing students who are well educated, responsible and who always strive to achieve to the best of their ability.

Menai Public School is committed to developing and sustaining strong partnerships with our local community and the Community of Schools Between The Rivers(COSBTR), which includes Menai High School, Lucas Heights Community School, Tharawal Public School, Illawong Public School, Alfords Point Public School, Woronora River Public School and Bangor Public School.

We have continued to achieve excellence in the sporting field, with students competing at school, zone, regional and state levels. Our junior girls' netball team won the PSSA knockout competition and one student broke a sixteen year zone record in discus.

Our achievement in the arts has also been outstanding, with students performing at the Sutherland Shire Schools Music Festival, in school troupes, as comperes and one student being selected to perform a solo. We also made notable artistic contributions to displays at Homebush and Hazelhurst Gallery.

We are fortunate to have outstanding support from our dedicated P&C, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life.

I am very proud of the achievements of the students at Menai Public School and grateful to the dedicated staff and community for supporting the students in their endeavour to achieve success in their education. I look forward to continuing the outstanding, innovative programs already operating and building upon these in 2018, to lead Menai Public School's future focused education plan and ensure our vision of providing a high quality, balanced curriculum is achieved.

I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kate Drury

Principal

School background

School vision statement

At Menai Public School we are committed to the building of educational aspiration and ongoing performance improvement throughout the school community. Effective partnerships in learning means students are motivated to deliver their best and continually improve. A strategic and planned approach to developing whole school wellbeing processes supports all students so they can connect, succeed, thrive and learn. Positive, respectful relationships are evident and widespread among students, staff, parents and carers and ensure optimum conditions for student learning across the whole school.

School context

Menai Public School is a wonderful, inclusive environment where every student is encouraged to learn and grow in a beautiful bushland setting. The school thrives on a culture of kindness and caring, underpinned by our C.A.R.E.S values of Cooperate, Achieve, Respect, Encourage and Safe. Whole school wellbeing processes support the wellbeing of all students so they can connect, succeed, thrive and learn. Dedicated and caring staff deliver positive, differentiated learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The entire school community strives towards aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Menai Public School works cohesively with local primary and secondary schools through the Community of Schools between the Rivers (COSBTR) and enjoys wonderful partnerships with local preschools to support our Kindergarten transition program. Menai Public School proudly embraces the motto *Together We Learn and Grow* and welcomes you to join us at our little school where every child is known, valued and cared for.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the teaching staff is extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students. It showed that teachers actively share information about the learning needs of students in collaboration with professional peers and the parent community. They also inspire and challenge all learners through high expectations and the development of a love of learning. The evidence showed learners are encouraged and respected and given opportunities to aspire and improve their skills, knowledge and understandings, especially in Literacy and Numeracy. that in the

Our self-assessment and the external validation 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

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

In 2017 Menai Public School continued to embed established quality teaching and learning opportunities for students in Literacy and Numeracy into daily classroom practice. Interventions by our Learning Support teacher, Reading Recovery tutor and a collaborative effort by all staff ensured the majority of improvement measures were met. The ongoing commitment to the use of PLAN software to track student achievement in order to differentiate effectively indicates appropriate student growth.

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">• 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	\$12 000	<p>PM Benchmarking Kit purchased</p> <p>All students K–6 benchmarked in reading</p> <p>All students K–6 administered SENA/SENA II/Newman's Error Analysis to determine numeracy proficiency</p> <p>Spelling Mastery program purchased</p> <p>All students K–5 undertook baseline testing in Spelling Mastery in preparation for 2018</p> <p>Student data collated and stored centrally for the information of all staff</p> <p>PLAN data updated regularly with reporting to parents occurring in a timely and consistent manner.</p>

Next Steps

In 2018 Menai Public School will continue to implement research-based best practice throughout Literacy and Numeracy with a narrowed focus on reading and numeracy. Professional Learning for all staff will include deepening understanding of inferential comprehension and the building blocks of numeracy. A focus on explicit programming, quality assessment and continued use of PLAN to track student achievement K–6 are key directions for 2018.

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

In 2017, an increase in understanding of Professional Development Plans was evident across the school. Lesson observation with supervisors and peers were completed and opportunities to increase professional knowledge through readings. Staff were given opportunities to lead across a number of areas and work continued in understanding the School Excellence Framework and collecting evidence to support achievement throughout the external validation process.

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">• 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)	\$8 000	<p>100% of staff complete PDPs with evidence and evaluation</p> <p>All staff engaged with professional learning around differentiation, in collaboration with Community of Schools</p> <p>All staff used PLAN to track student achievement and report to parents</p> <p>QTSS allocation used by all staff to achieve their shared professional goal around assessment and reporting</p>

Next Steps

Building leadership capacity is an important factor for students and staff at Menai Public School to ensure success for all. Deepening knowledge of the School Excellence and Quality Teaching Frameworks and staff understanding of the Australian Teaching Standards in setting professional goals will be supported through collaborative practice. Experience of PLAN software and its capabilities to support teaching / learning and differentiating learning to meet all student needs will inform professional learning around the literacy and numeracy progressions..

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

In 2017 the ongoing and diligent use of ESR, PLAN and the MRG to support student welfare has allowed for extensive data around school participation to be collected. This has allowed for a transparent learning support system to be developed where all staff are informed and supported to differentiate their programs according to the detailed files on each student.

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">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.	\$13 000	<p>Positive relationships continued with the Menai PS community and external agencies</p> <p>Enrolment data analysed and tracked through Community of Schools alliance led by our Director, Public Schools NSW</p> <p>Ongoing use of social media to connect with and inform the community</p> <p>Beginning Teacher funding was utilised to release our Kindergarten teacher to undertake detailed observations and meetings with new Kindy families and preschools as well as prepare and run Menai Minis and Kindergarten Orientation Program</p>

Next Steps

A renewed focus on implementing well-being and values programs and incorporating community support through greater participation and a common language will be a priority in 2018. Learning and support will be targeted toward student need as required and informed by data. Continued partnership with the parent community will be supported by strong connections with Three Bridges Menai.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO engagement	End of year reports reflect that our indigenous students are on track with the goals as set out in their PLPs. What data do we have to inform us of any adjustments that need to be made for the following year? Referrals to LST dealt with efficiently and adjustments made where necessary.
English language proficiency	SLSO engagement	End of year reports reflect that our students are on track with the goals as set out in their IEPs. What data do we have to inform us of any adjustments that need to be made for the following year? Have the needs of our EAL/D students transitioning to high school been adequately communicated to their next school? Referrals to LST dealt with efficiently and adjustments made where necessary.
Low level adjustment for disability	SLSO engagement, Kids Hope Mentors; School Chaplain, School Counsellor	End of year reports reflect that our students are on track with the goals as set out in their IEPs. What data do we have to inform us of any adjustments that need to be made for the following year? Have the needs of our students transitioning to high school been adequately communicated to their next school? Referrals to LST dealt with efficiently and adjustments made where necessary.
Quality Teaching, Successful Students (QTSS)	Casual teacher engaged to cover teaching staff in order to achieve their shared professional learning goal around assessment and reporting	Preparation for half-yearly reports was well-supported by the initiative, enabling teachers to gather necessary data and feedback to students and parents. Is the time being given to teachers making an impact on their achievement of goals as set out in PDPs, as directly related to the use of data to improve student outcomes? Students targeted by the initiative are being supported to achieve their learning goals.
Socio-economic background	SLSO engagement, Kids Hope Mentors; School Chaplain, School Counsellor	End of year reports reflect that our students are on track with the goals as set out in their IEPs. What data do we have to inform us of any adjustments that need to be made for the following year? Have the needs of our students transitioning to high school been adequately communicated to their next school? Referrals to LST dealt with efficiently and adjustments made where necessary.
Support for beginning teachers	Beginning Teacher Funding allocation. Australian Teaching Standards NESA NSWIT	Accreditation is attained!

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	60	57	47	40
Girls	54	52	52	46

The school enjoyed stable enrolment numbers throughout 2017, working to build the profile of the school amongst the wider community and position itself with families who live within the catchment area as a desirable educational option. Working collaboratively with the Community of Schools Between the Rivers (COSBTR) to support a local enrolment policy will continue into 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	92.9	94.8	97.5
1	95.9	95.3	91.7	92.2
2	94.5	94.7	86.7	92.9
3	91.7	93.2	91.7	91.5
4	94.4	91.1	92	95.9
5	96.6	92.9	90.8	93
6	96	92	92.6	94.7
All Years	95.1	93.1	91.7	94.2
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

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 of supporting families to improve attendance. Students with partial or whole day unexplained absences are followed up regularly 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)	2
Head Teacher(s)	0
Classroom Teacher(s)	3.41
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	1.61
Other Positions	0

*Full Time Equivalent

In 2017 no staff members identified as Aboriginal or Torres Strait Islander.

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

Significant amounts of professional learning were undertaken by Menai Public School staff in 2017. With the slowing of release of further reforms, deeper engagement with existing programs to positively impact student achievement could be facilitated. Menai Public School staff met each week in a Teacher Professional Learning (TPL) workshop which encompassed themes directly related to our school plan. Opportunities arose for staff to collaborate with others within our local Community of Schools Between the Rivers (COSBTR) around compliance topics as well as teaching and learning practice. The content from these workshops was then embedded into practice, evaluated and reflected on. Our staff also met once a week for an administration meetings which enabled staff to enact an agenda of Workplace Health and Safety, student welfare and general administration.

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	186,569
Revenue	1,598,596
Appropriation	1,525,874
Sale of Goods and Services	869
Grants and Contributions	68,803
Gain and Loss	0
Other Revenue	0
Investment Income	3,050
Expenses	-1,235,293
Recurrent Expenses	-1,235,293
Employee Related	-1,069,409
Operating Expenses	-165,884
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	363,303
Balance Carried Forward	549,873

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial

- policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	765,067
Base Per Capita	15,130
Base Location	0
Other Base	749,937
Equity Total	77,309
Equity Aboriginal	12,021
Equity Socio economic	27,196
Equity Language	6,953
Equity Disability	31,138
Targeted Total	16,725
Other Total	565,015
Grand Total	1,424,116

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.

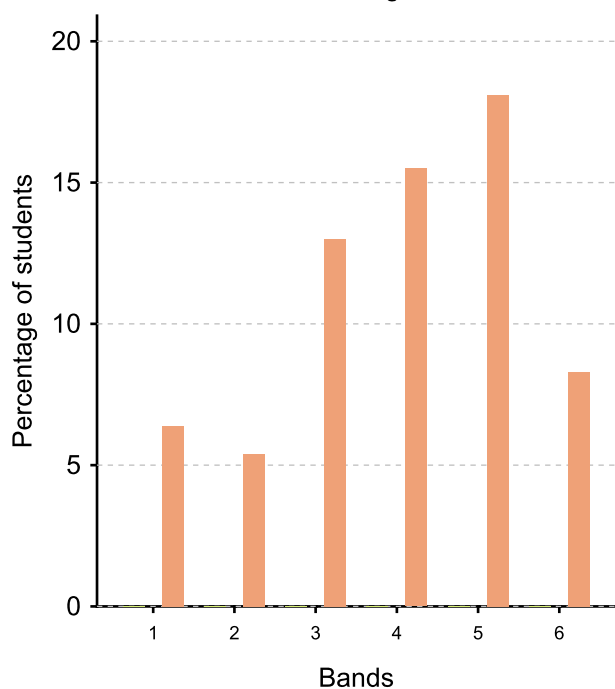
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

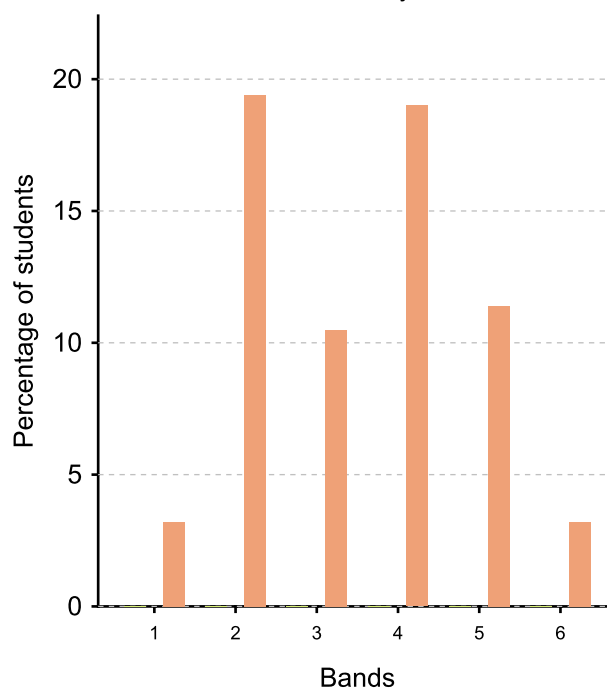
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



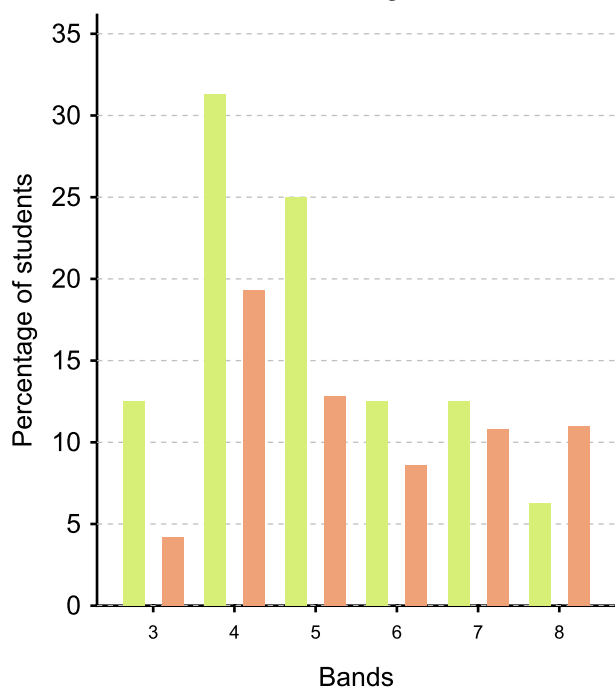
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



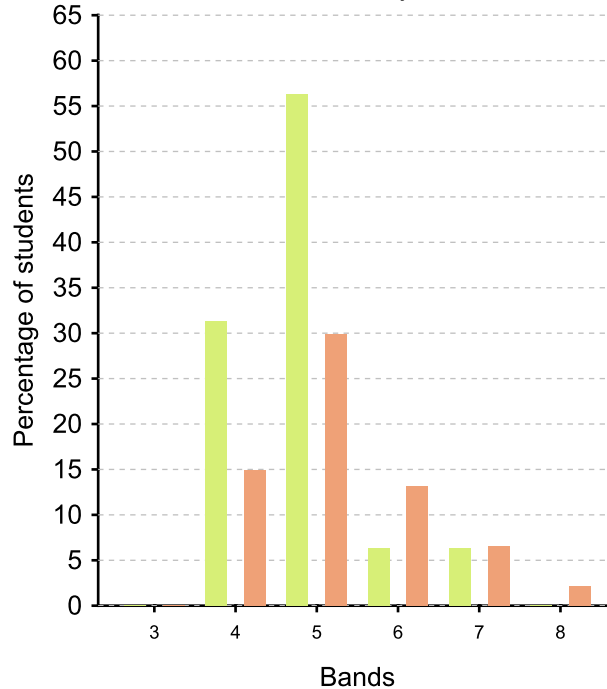
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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

In 2017, Menai Public School had 9 students from an Aboriginal background. Funding of \$12 021 was provided to the school to support these students. The school continued its affiliation with the AECG and continued to deliver 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 Public School with language backgrounds other than English was 33 in 2017. These students come from a wide range of backgrounds where English is spoken as an additional language or dialect. Each staff member, with support from the Learning and Support team differentiated their programs as needed to cater for these students.