

Maclean Public School

Annual Report



2017



3946

Introduction

The Annual Report for **2017** 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

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Message from the Principal

It is with pleasure that I present to you the 2017 Maclean Public School Annual Report.

Our school has a long history of providing a quality education for all its students. Our Teaching Team and Administration Officers love their job and I consider myself a most fortunate Principal to be leading the school.

Highlights for 2017 include the outstanding performances of our school musical, "Jungle Fantasy", award winning performances at the Lower Clarence Eisteddfod, the performance at the Sydney Opera House of our Recorder Ensemble, Regional and/or State representation in Athletics, Cross Country and Swimming, the achievement of Diamond School Award in the Premier's Sporting Challenge, the student animations "The Nutty Cracker", "Stickbots Dancing" and "The Great Escape" awarded Best Animated Films at the Big River Public Schools Film Festival, a robotics workshop, creation of a STEM MakerSpace, air conditioning of learning spaces, completion of the Library refurbishment and the installation of two large fixed playground equipment structures.

We are proud that our students are offered an impressive range of academic, cultural, leadership, sporting and social opportunities at Maclean Public. Details of many of these programs follow in this report. Should you seek further clarification or information, I encourage you to contact the school to arrange an appointment with me. School information can also be accessed via the Maclean School Blog at <https://macleanpublic.edublogs.org/> and the Maclean School Website at <http://www.maclean-p.schools.nsw.edu.au/>. I look forward to meeting with you in the future.

Kind Regards,

Sandra Armstrong

Principal

Maclean Public School

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 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.

In the domain of Learning, the school has moved from sustaining and growing to excelling in learning culture, has maintained sustaining and growing in wellbeing and curriculum and learning, has moved from delivering to sustaining and growing in assessment and growing. The school continues to work toward delivering in student performance measures (NAPLAN).

In the domain of Teaching, the school has moved from delivering to sustaining and growing in effective classroom practice and data skills and use and sustaining and growing to excelling in collaborative practice. The school has maintained its sustaining and growing performance in learning and development and professional standards.

In the domain of Leading, the school moved from sustaining and growing to excelling in school planning, implementation and reporting and school resources. The school maintained sustaining and growing in leadership and excelling in

management practices and processes.

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

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

Teachers have participated in a Professional Learning Community focussed on research from John Hattie. They are using visible learning pedagogy to improve teaching and learning.

Teachers' 3–6 writing programs are now based on data analysis. Transition data is shared with staff and all students tracked via data walls.

A shared resource including current research and effective teaching practice has been developed to enhance teaching and learning.

Teachers are effectively using learning intentions, success criteria and the 3 questions feedback model. Students access Data Wall, plotting their current place and where they are aiming to move to.

Data is entered and analysed to inform teaching and learning (K–6). Teacher capacity has been enhanced through deeper understanding of writing criteria.

The Instructional Leader (IL) in collaboration with the school principal and school executive has provided training in evidence based strategies that build teacher capacity to identify the literacy and numeracy need of students in the early years of schooling.

The IL is effectively monitoring the impact of practice and interventions on student literacy and numeracy and providing support to teachers in the use of the Literacy and Numeracy continua.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN (National Assessment Program Literacy and Numeracy) Writing growth above Similar School Groups (SSG)	\$10000 RAM Aboriginal Flexible Funding	NAPLAN target (Writing growth above similar schools) was not achieved for year 5 students. Year 3 writing data shows 27% in top 2 bands, 5% above SSG.
80% of students achieve in the appropriate clusters on the Planning Literacy and Numeracy (PLAN) Literacy Continuum in Writing K–6	\$11000 RAM Low Level Adjustment	Target not achieved. 70% of students 3–6 have achieved in the appropriate cluster on the literacy continuum as per PLAN data. Target not achieved K–2. 64% of students met the EAFS writing targets mapped to the Literacy continuum.
80% of year 5 students achieve their writing goals	\$11000 RAM Low Level Adjustment	Exceeded target of 80% of year 5 students achieving their personal writing goals. (Evidence –student writing folders)
Improved student attendance	\$5000 RAM Aboriginal Flexible funding	Target not achieved. Attendance dropped by 2.2%. This result was due to the poor attendance rates of three children (attendance rates between 40–60%).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in negative and increase in positive entries in Sentral Wellbeing	\$4000 RAM Low Level Adjustment	Exceeded target. Staff have been focussed on providing meaningful and specific feedback to students on their behaviour. There has been over a 1000% increase in positive entries whilst only 170% increase in negative entries. The major share of negative entries related to repeated incidents made by three students. Overall there were 125 more class merit awards presented in 2017 than in 2016.

Next Steps

Visible Learning strategies will be effectively implemented to build teacher capacity in the teaching and learning of writing and the leadership position of "Impact Coach" will be created.

Project leaders will attend 'Making Literacy Visible' conference to build capacity of classroom teachers to choose effective teaching and learning strategies and to evaluate impact. Create a collective responsibility of learning for all students through the establishment of 'data teams' that meet regularly and follow specific structure to examine student data, set goals, engage in discussion about goals and improving instruction.

Develop and implement school-wide feedback systems.

Kindergarten teacher, Year 2 teacher and the IL will participate in respective Ongoing Professional Learning (OPL) Language, Learning and Literacy (L3) Kindergarten and Stage One training. The Year 1 teacher will attend L3 Stage One training.

The IL will continue to monitor the impact of practice and interventions on student literacy and numeracy. IL will support teachers in the use of the National Literacy and Numeracy Progression and identify teacher professional learning needs.

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

We have been successful in the development of a collaborative school culture based on trust that supports a professional learning community with a focus on improved student outcomes. Teacher mentor and co teaching programs operated K–2 as part of the Early Action for Success (EAfS) initiative. Teachers K–6 met regularly to program, to share student work samples, to criteria mark and to discuss consistency of teacher judgement particularly in the area of writing. All teachers participated in the Educator Impact program receiving reports based on data collected on their impact from students and colleagues. Teachers included an Educator Impact focused goal in their Performance and Development Plans. Teachers also observed the teaching of their peers, providing focussed feedback that was then used to inform teaching. The White Folder was expanded to include accreditation information from NESA and the What Works Best document from CESE. All staff were engaged in data collection and tracking systems to enhance teacher focus on impact and to better plan ongoing student learning growth. Through professional development on Visible Learning and involvement in Educator Impact, staff developed a deeper understanding of the significance of evidence in showing the impact of School Plan practices and processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
EAfS Action Plan implemented and intended actions realised	EAfS staffing component: Instructional Leader 0.6 at Deputy Principal level. \$42000 RAM Equity	Target achieved. The IL and Kindergarten teacher completed and implemented Language, Learning and Literacy (L3) Kindergarten Teacher First Year Course: MODULE ONE. Year 2 completed L3 Stage One Course: MODULE ONE.
K–2 teachers trained in L3 and TEN	\$5000 Schools Literacy and Numeracy School Operational Funds (SOF) \$5000 SOF Professional Learning \$5000 RAM Equity	Target achieved. 100% of teachers completed TEN professional learning course and implemented strategies in the classroom. 80% of teachers completed L3 training and implemented L3 program into the classroom. Target of 100% of teachers not achieved due to the retirement mid year of the year one teacher.
Two teachers trained as TEN Facilitators	\$5000 RAM Equity	Target achieved. Two teachers trained as TEN facilitators and one provided professional learning for all K–2 staff and the EAfS Instructional Leader (IL). This resulted in K–2 staff being trained in TEN and implementing TEN in classrooms.
EAfS Instructional Leader trained	EAfS staffing component: Instructional Leader 0.6 at Deputy Principal level.	Target achieved. EAfS IL mentored staff, co taught with teachers, provided demonstration lessons in best practice, co analysed data and monitored consistency in judgement. This resulted in a

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
EaFS Instructional Leader trained		building and strengthening of teacher capacity to plan and deliver quality teaching in literacy and numeracy.
Educator Impact surveys completed by all teachers and feedback used to set Performance and Development Plan goals	\$5000 RAM Equity	Target achieved. Each teacher had a goal in their Performance and Development Plan that was based on needs identified in survey feedback.
Teachers take part in at least two peer observations of classroom and/or leadership practice.	\$5000 RAM Equity QTSS staffing component	Target achieved. As part of the Educator Impact process of reflection, teachers observed the lessons of peers. Supervisors also observed lessons as part of the Performance and Development Framework.

Next Steps

The teacher mentor program will be further developed next year to enable regular opportunities for K–2 staff to meet with the Instructional Leader to reflect on teaching practice and impact, to analyse data and to co plan teaching programs. Literacy and Numeracy Funding will be used to release K–2 teachers from class to participate in these meetings. QTSS funding will be used to enable 3–6 teachers to meet regularly and SBAR Low SES funding will be used to enable all teachers to participate in Learning Walks.

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

At Maclean Public we value community involvement and see it as an indicator of both community engagement and community satisfaction.

Surveys on aspects of school performance were conducted at swimming and athletics carnivals, school discos and at the Maclean School Expo. Data was also collected via the Educator Impact Surveys and surveys emailed to parents. The Skoolbag App was also used to collect feedback from the community.

Feedback collected showed that the most popular programs in the school were music, cooking, STEM, Yaygirr Language, School Parliament, Rock and Water and sport. Respondents believed our best assets were the staff both teaching and admin. Areas to develop included increasing the number of days the P&C run canteen operated and a swimming carnival for the under 8's.

Benchmark and review data on numbers attending school events was collected in 2016 and 2017. Analysis of data showed significant increases in attendance at all school events.

Data showed that attendance at sporting events increased on average 250%, at special school assemblies on average 125%, special events on average 45% and the Maclean Public School Expo by 380%.

Through observation, it has also been noted that there was an increase of family involvement at other school events such as NAIDOC, Jump Rope for Heart and Gala Days.

The most popular event held at the school was the whole school Musical "Jungle Fantasy" which played to a full house and received rave reviews from parents, carers, members of the Maclean community, staff and students.

Another popular and successful program was the Kindergarten Transition to School which was extended to begin in term 2, to involve regular visits to our school by pre-schoolers and preschool teachers and to include full day sessions in term 4. Survey data collected from parents and preschool teachers and directors was extremely positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School partnerships successfully implemented as measured by high satisfaction levels in surveys	\$2000 RAM Equity \$2000 RAM Aboriginal Flexible Funding	Target achieved. Note information in Summary above.
Increased Kindergarten enrolments	\$2000 RAM Equity \$2000 RAM Aboriginal Flexible Funding	Target achieved. An increase in Kindergarten enrolments of 25% recorded from 2016–2017.
Increased knowledge throughout the community of programs offered to students at Maclean Public School	\$21000 RAM Equity to employ a Community Liaison Officer	Target achieved. Community numbers attending the Maclean School Expo which showcased all school programs, almost tripled on the previous year.

Next Steps

We will continue to strengthen our relationship with parents/carers and the wider community next year expanding existing programs and introducing new events including Harmony Day and Grandparents' Day. A Curriculum Café is

planned for term 3 and regular visits to local Retirement and Nursing Homes are planned for students K–6.

A change in strategic directions in our 2018–2020 School Plan is to embed community engagement across all areas of the School Plan as opposed to the previous approach of creating an isolated School Direction around Community involvement..

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10,000 K–2 Literacy support</p> <p>\$65,000 AEO Check In Check Out \$20,000 QuickSmart Maths</p>	<p>The Check In Check Out (CICO) program continues to be successful in supporting student wellbeing and the number of students involved has increased.</p> <p>The QuickSmart Maths Program targeted Aboriginal students at risk in Numeracy from years 3–6. The program resulted in increased confidence in the quick and accurate recall of number facts and a more positive student attitude to maths.</p> <p>The Year 1 Literacy and Numeracy Program provided in class support for Aboriginal students through one on one work with the School Learning Support Officer (SLSO).</p> <p>The LaST provided training for teachers in the development of meaningful Personalised Learning Plans (PLP) for all Aboriginal students, ensuring PLPs were developed through consultation with the student and his/her family. The AEO was involved wherever possible in these meetings.</p> <p>Our Aboriginal Education Officer supported Aboriginal students from K–6 across all curriculum areas.</p> <p>The development of a deeper understanding of local Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. We began teaching Yaygirr language to students in years 1–6 and installed Yaygirr signage around the school. These initiatives have had a positive impact on the culture of the school, as well contributing to stronger relationships with Yaegl Elders, Yaegl Land Council, Nungera Land Coop and the LCAECG. In 2018 members of our Aboriginal Education Team plan to regularly visit both Nungera and the Yaegl Land Council to discuss Aboriginal education initiatives.</p>
Low level adjustment for disability	<p>\$11,000 PT temporary teacher Faces on Data</p> <p>\$15,000 SLSO K–6</p>	<p>The Literacy and Numeracy Kindergarten Support Program enabled an SLSO to work with students and the classroom teacher on the L3 program. This resulted in students achieving good progress along the Literacy and Numeracy continua.</p> <p>The Learning and Support Teachers (LaST) worked with all staff to build capacity in the teaching of Literacy and Numeracy and the management of challenging student behaviours.</p> <p>The LaST also provided training for teachers in the development of individual plans and the differentiation of teaching programs.</p> <p>The Faces on Data (FoD) program resulted in 85% of students in stage 3 achieving their individual writing goals. FoD targeted Bump it</p>

Low level adjustment for disability	<p>\$11,000 PT temporary teacher Faces on Data</p> <p>\$15,000 SLSO K–6</p>	<p>Up students years 3–6 made good progress along the literacy continuum in writing.</p> <p>Teacher capacity in the teaching of Literacy and Numeracy was built through mentoring, co teaching and coaching provided by the Instructional Leader in K–2 classes and the LaST in years 3–6.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$13,300 Casual relief for stage planning days, mentor program and executive relief</p>	<p>QTSS funding was used to relieve all teachers from face to face teaching commitments allowing them to meet for two stage planning days, to attend professional learning, be involved in mentoring and coaching initiatives. This has resulted in consistency in teacher judgement in writing, implementation of visible learning strategies and co planning and reflection on the impact of their teaching on student learning. The Teaching Executive members were also released from face to face teaching to monitor School Plan Milestones and to observe lessons.</p>
Socio–economic background	<p>\$44,000 Music Teacher</p> <p>\$22,000 PBL Internal Coach</p> <p>\$22,000 Professional Learning for teaching and SAS staff</p> <p>\$20,000 Community Liaison Officer</p> <p>\$30,000 Hands on learning Programs (STEM, Cooking and Gardening)</p>	<p>The PBL Internal Coach spent 1/2 day each week a mentor supporting teachers in the PBL Program.</p> <p>The IL spent 2 days each term attending EAfS PL and IL Network meetings. Each term a classroom teacher was released to accompany the IL.</p> <p>Each week, 1 day (two 1/2 days) teacher relief was allocated for classroom teachers to attend L3 training.</p> <p>All students and their classroom teacher have weekly music lessons with the Music Teacher. Student performances in the whole school musical, fortnightly assemblies, community events and local eisteddfods were outstanding.</p>
Support for beginning teachers	<p>\$7,000 Attendance by beginning teacher and mentor teacher at Visible Learning Conference, Mindset Conference, Future Schools Conference</p> <p>\$6,000 extra release time for beginning teacher</p>	<p>The Beginning Teacher was mentored by an experienced teacher in Visible Learning and Future Focused Learning. Funding was used to allow them to attend John Hattie's Visible Learning Conference, The National Future Schools Conference and the James Anderson Growth Mindset Conference. The beginning teacher also accessed extra release time to assist with lesson planning, lesson reflection and student assessment.</p>
Indigenous Advancement Strategy	<p>\$25,000 Aboriginal Education Worker, release time for Language teacher, repair of drums.</p>	<p>Our Ambaali Ngaarri drumming project is an attendance and community connection program. As a school we identified an area of need to be consistent attendance, (both full day and partial) among a high proportion of our Aboriginal students. Also, we are constantly striving to increase our level of community involvement. By taking our drumming group to the community, as well as having community come into our school to celebrate our successes, we have raised the profile of our Aboriginal students within the broader community. The Yaygirr language</p>

Indigenous Advancement Strategy	<p>\$25,000 Aboriginal Education Worker, release time for Language teacher, repair of drums.</p>	<p>aspect has been successful in that the Aboriginal community feel welcomed into our school and have developed a sense of belonging To date we have been very active with remaining 'on track' with this project. As a school we have provided release for staff members to attend professional learning with existing school-based drumming programs, so correct decisions could be made. We have conducted regular Aboriginal committee meetings at school to update and discuss what is needed to be completed at different points in time. We selected and were ready to place the order for equipment once the funds had arrived on our system. Our equipment will require maintenance to ensure we have a good product for the future.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	101	86	87	84
Girls	89	97	90	80

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.3	97.5	88.9	94.8
1	93.7	95.6	93.2	91.4
2	93.9	97.4	89.9	91.8
3	93.2	96.5	91.3	90.7
4	93.7	96.9	93.6	93.6
5	94.7	97.6	94.6	94.8
6	91.7	98.6	94.3	90.6
All Years	93.4	97.2	92.4	92.6
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

To support student attendance we implement the Department of Education Student Attendance in Government Schools Procedures Policy. Students with attendance below 85% are referred to our Learning Support Team. Parents are notified, attendance is monitored by the school and by the Home School Liaison Officer should concerns continue. Information regarding the importance of regular attendance is sent to families via the school newsletter and the SkoolBag App.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

We have one Aboriginal classroom teacher and one Aboriginal Education Officer on staff.

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

All teachers are accredited at Proficient and one is seeking accreditation at Lead.

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	242,100
Global funds	143,571
Tied funds	300,028
School & community sources	244,750
Interest	1,910
Trust receipts	24,332
Canteen	0
Total Receipts	714,591
Payments	
Teaching & learning	
Key Learning Areas	8,385
Excursions	21,494
Extracurricular dissections	302,793
Library	0
Training & Development	7,736
Tied Funds Payments	202,099
Short Term Relief	32,394
Administration & Office	33,682
Canteen Payments	0
Utilities	17,860
Maintenance	11,858
Trust Payments	22,412
Capital Programs	13,538
Total Payments	674,252
Balance carried forward	282,439

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	303,343
Appropriation	286,127
Sale of Goods and Services	2,094
Grants and Contributions	15,033
Gain and Loss	0
Other Revenue	0
Investment Income	89
Expenses	-157,575
Recurrent Expenses	-157,575
Employee Related	-112,312
Operating Expenses	-45,263
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	145,768
Balance Carried Forward	145,768

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	1,315,742
Base Per Capita	27,050
Base Location	3,549
Other Base	1,285,143
Equity Total	351,418
Equity Aboriginal	94,537
Equity Socio economic	149,301
Equity Language	0
Equity Disability	107,580
Targeted Total	41,160
Other Total	140,353
Grand Total	1,848,673

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 NAPLAN student growth Reading data, 54% of students exceeded or equalled expected growth, in Writing 28%, in Spelling 24% and in Grammar and Punctuation 48%.

The percentage of students in the top two bands in Reading increased from 27% to 33%, Grammar and Punctuation down from 22% to 14% and Spelling down from 22% to 14%.

In NAPLAN student growth Numeracy data, 40% of students equalled or exceeded expected growth.

The percentage of students in the top two bands Numeracy is stable at 7%.

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.>

In year 3, the percentage of Aboriginal students in the top two NAPLAN bands in Writing is 20%, in Spelling 40%, in Reading 75%, in Grammar and Punctuation 60% and in Numeracy 40%.

In year 5, the percentage of Aboriginal students in the top two NAPLAN bands in Writing is 0%, in Spelling 13%, in Reading 17%, in Grammar and Punctuation 12% and in Numeracy 0%.

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. Any other comments?

There were 38 respondents .. 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 2018, we will investigate the possibility of providing learn to swim classes for the under 8 year olds and have already introduced the "Diamond Luncheon" for students who have achieved five gold awards in the one year.

Policy requirements

Aboriginal education

The Aboriginal Education Team had another productive year meeting on a regular basis to plan and evaluate programs for our Aboriginal students. Mrs Richey continued teaching Yaygirr Language to all students with the assistance of a number of Yaegl elders and community members. Yaygirr signage was installed throughout the school and the Ambaali Ngaarri Drumming Program continued until the middle of the year. 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 Maclean Public School staff members being elected to positions on the Lower Clarence Aboriginal Education Consultative Group. Unfortunately this group went into recess in 2017 NAIDOC due to a lack of Aboriginal community representation. All students in Stage 2 and 3 have learnt to sing The River Song – in Yaygirr and this has been incorporated into special occasions including the Land Rights Determination at Yamba. Students have also learnt to say welcome to country in Yaygirr. Our Aboriginal Education Officer tutored students in Quick Smart 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. On Harmony Day, children dressed in costumes from around the world and celebrated diversity through language, food, music and dance. Classroom learning programs are also provided to develop the knowledge, skills and attitudes required for a culturally diverse and tolerant society.