

Mandurama Public School

Annual Report

2018



2460

Introduction

The Annual Report for **2018** 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.

Mrs Karen Brill

Principal (Relieving)

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Message from the Principal

2018 has been an incredibly busy and successful year at Mandurama Public School. We continue to offer highly personalised learning where every student has access to explicit teaching and support in a caring, challenging learning environment. We have invested in digital technology learning for all of our students so that they are learning new skills as part of our partnership with ACARA's "Digital Technology in Focus" project. We continue to be an active member of the Heritage Country Schools' group to share excursions, sporting carnivals and experiences with students' peers.

We, as the school staff, parents, community and students, are very proud of the learning and growth of every child this year at our school. We undertook a successful External Validation that has recognised success and given us even stronger directions to pursue as a School of Excellence. We will continue to work as a team to enable future successes as a school.

School background

School vision statement

Mandurama Public School provides a high expectations, quality learning environment, with a focus on collaboration and inclusiveness to ensure every student becomes a successful learner and citizen.

School context

Mandurama Public School is a well resourced, small rural school located 30 kilometres from Blayney and 60 kilometres from Orange. It is situated on extensive grounds within a natural bush setting, and is proud of its heritage and excellent resources.

The school enjoys strong partnerships with the local community and other school networks to provide broader learning experiences. In recent years major initiatives in literacy, numeracy and the technology have brought about widespread recognition.

The school's experienced professional staff provide engaging, high quality learning opportunities for all students, in conjunction with a highly committed parent body and wider community support.

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 success in providing highly personalised learning within a highly supportive school community. Progress in learning and achievement is acknowledged, with student and parent aspirations identified and planned for. The leadership team analyses responses to school community measures and strong leadership with an emphasis on high expectations learning and community engagement exists.

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

Learning

Purpose

To provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Overall summary of progress

Our school prides itself on having high expectations of all students, and with family and student input, every child has clear targets in numeracy and literacy that they achieve. Positive relationships exist between the staff, parents and the community so that a strong school learning culture exists. English, Maths and Science and Technology have been strong focuses in 2018, in partnership with National Curriculum body (ACARA) Curriculum Advisors. As part of an Action Research Project, we now incorporate Spheros, Bluebots and use a variety of programs to support computational thinking and learning in all areas of the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student achieves at least one year's growth for a year's worth of learning in Literacy and Numeracy.		All students have achieved at least one year's growth for one year's of learning in literacy and numeracy.
There are improved levels of well being to ensure students are connected, to engage in learning and achieve success at school .		Improved structures and Learning Support Team development with outside agencies has improved well-being

Next Steps

A strong focus on curriculum and teaching will be the priorities for 2019. Staff, in conjunction with consultants, will develop high quality challenging and relevant English units for use in a K-6 classroom. The effective teaching and assessment of these units will develop collaboratively as a staff team, with input from other small schools ensuring improved networks, professional collaboration and opportunities for students to work together. Science and Technology will continue to be a focus for our school, as a partner with ACARA with the "Digital Technology in Schools" and to also develop and resource Science and technology Units that are up to date and engaging. We

Strategic Direction 2

Teaching

Purpose

To provide an engaging environment where evidence based practice is embedded into teaching programs and a culture of reflective practice exists.

Overall summary of progress

Our staff continually challenge ourselves to improve the knowledge and skills to be the best we can at what we do. We have a diverse staff consisting of teaching and non-teaching members, and through Performance Development Program development for every staff member, opportunities for development are identified. We successfully attended professional learning with other schools and Blayney PS to become trained in "Seven Steps to Writing". This resulted in NAPLAN growth for all of our students in writing this year. Through building a professional team, we continue to challenge and brainstorm ideas to best program and plan for a diverse K-6 classroom, including learning more about students with specific learning needs and using Numeracy and Literacy progressions to improve the learning environment. Administration staff and the Principal continue to update their skills with the new school administration and finance systems so that more strategic planning and budgeting for improved learning occurs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are using evidence informed teaching strategies to improve the quality of learning.	Staff Development Days Staff Professional Learning Meeting	Staff have been supported to develop a wider range of assessment options including pre and post testing, work samples, standardised test and formative assessment.
All parents and carers actively contribute the school culture.	Community Events – catering Presentation Day K-6 Assembly Awards Xmas Community Event	All families have been actively involved with the school's activities, and actively promote the school within the community. The school culture of high quality learning has developed as a result of the wide variety of events and opportunities our school offers.

Next Steps

In 2019, focus on the continual improvement of staff skills and knowledge will be planned and resources. Linkages with English Curriculum consultants has been organised with clear focuses to plan more relevant and personalised English units in a K-6 class. All staff will continue to be supported in the development of Performance Development Plans to identify what and how they will improve. A focus on the effective use of Numeracy and Literacy Progressions to inform and monitor learning will also be a feature of 2019 teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5653	Additional teaching staff have been employed to release the Principal to develop more personalized learning pathways. Aboriginal families are engaged in school activities including presenting at NAIDOC events at an Interschool day.
Low level adjustment for disability	\$12 374	<p>Additional teaching staff have been employed to release the Principal to attend training and meetings that have developed improved learning environments for all students. All students have demonstrated a years growth this year in literacy and numeracy.</p> <p>A tutor has also been employed to assist implement a specialized program. Results have show 19 months growth in reading for the targeted student.</p>
Quality Teaching, Successful Students (QTSS)	\$1 387	Training to provide improved classroom learning environment for all students has resulted in improved attendance for targeted students and academic growth for all students.
Socio-economic background	\$5 913	Additional teaching staff have been employed to provide more targeted learning one morning per week as two classes: K-2 and 3-6. More intensive teaching has resulted in all K-2 students' reading at expected or above levels.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	5	4	4	3
Girls	4	6	6	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	97.1	100	84.2
1	89.8	86	95.8	100
2	96.7	85.7	100	95.8
3		93.5	93.2	100
4	94.5		88.9	87.6
5				87.6
6	96.7			
All Years	94.4	91.3	93.9	91.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3		94.2	94.1	93.6
4	94		93.9	93.4
5				93.2
6	93.5			
All Years	94	94.1	94	93.5

Management of non-attendance

Non attendance is managed through rewarding 100% attendance and notifying parents of unacceptable attendance rates. Meetings with parents are focused on how the school and family can increase attendance. In June, all families received a print out of their attendance levels.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

At our school we have 1 fulltime teaching Principal with 2 part-time classroom teachers. This is complemented by support staff including our SAM, GA and part-time SLSO.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning has focused on improving understanding about literacy and numeracy progressions, the use of digital technology in learning and, together with other local schools, in understanding and implementing the 7 Steps of Writing Success. All teaching staff are currently accredited as per requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	38,740
Revenue	334,064
Appropriation	327,564
Sale of Goods and Services	30
Grants and Contributions	6,125
Gain and Loss	0
Other Revenue	0
Investment Income	345
Expenses	-337,271
Recurrent Expenses	-337,271
Employee Related	-285,692
Operating Expenses	-51,579
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-3,206
Balance Carried Forward	35,534

Our school's financial priorities are linked to our School Management Plan 2018–2020, to link to our Vision Statement to provide a *high expectations, quality learning environment, with a focus on collaboration and inclusiveness to ensure every student becomes a successful learner and citizen*. As part of the External Validation Process this year, our school has ensured that the Principal and SAM have been supported in evaluating and reporting on the school's performance against the School Excellence Framework. . Technology in the school has now been updated so that we now have a reliable, current and consistent technology to benefit student learning. Funds not yet spent will ensure that future strategic directions from the School Management Plan in 2019–2020 can be achieved, and will directly be linked to improving the school's curriculum and ensuring high teacher quality.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	278,206
Base Per Capita	1,934
Base Location	6,866
Other Base	269,406
Equity Total	21,700
Equity Aboriginal	4,795
Equity Socio economic	4,791
Equity Language	0
Equity Disability	12,113
Targeted Total	0
Other Total	15,819
Grand Total	315,725

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in Literacy in 2018 information regarding the percentage in skill bands cannot be shown due to privacy.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in Numeracy in 2018 information regarding the percentage in skill bands cannot be shown due to privacy.

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.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2018 the school continued to target the Premier's Priorities with individual programs for set students.

Parent/caregiver, student, teacher satisfaction

Communication was an area that was evaluated within the school community. It was found that improving the communication was a key area and focus for 2018. As a result of feedback, the school reestablished fortnightly newsletters and increased posts on social media.

As a result of implementing feedback and initiatives, 100% of parents were satisfied with the school's communication strategies and the high level of opportunities for school engagement.

Policy requirements

Aboriginal education

Aboriginal education remains a key focus area of our school. In 2018, the Heritage Schools' NAIDOC DAY celebration was a pivotal part of our Aboriginal Education initiatives. This included a student and his

mother presenting an Aboriginal Cultural workshop with artifacts. Aboriginal Education is included across all Key Learning Areas to continue building acknowledgement and cultural understanding for our students.

Multicultural and anti-racism education

Multicultural Education is incorporated across the Key Learning Areas. As a school on Harmony Day, we acknowledged the rich cultural perspectives across Australia through dynamic hands on learning activities throughout the day. We were also involved in the CWA International Study Day by learning and presenting information on Poland. This included learning from a local Polish guest speaker with other local small schools. Purchases for our Library in 2018 had a strong multicultural focus.