

Manifold Public School

Annual Report



2018

Manifold
Public School

2464

Introduction

The Annual Report for **2018** 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 school. 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 it's 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, Kyogle 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

LEARNING: Learning Culture

Sustaining and Growing

LEARNING: Wellbeing

Sustaining and Growing

LEARNING: Curriculum

Sustaining and Growing

LEARNING: Assessment

Sustaining and Growing

LEARNING: Reporting

Sustaining and Growing

LEARNING: Student performance measures

Sustaining and Growing

TEACHING: Effective classroom practice

Excelling

TEACHING: Data skills and use

Sustaining and Growing

TEACHING: Professional standards

Sustaining and Growing

TEACHING: Learning and development

Sustaining and Growing

LEADING: Educational leadership

Delivering

LEADING: School planning, implementation and reporting

Delivering

LEADING: School resources

Sustaining and Growing

LEADING: Management practices and processes

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

Learning

Purpose

Our purpose is 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

The following were two high profile activities that were implemented during 2018:

- *Student leaders connecting with a small group to engage all students in personal literacy achievements.
- *School community members engaging with students in high interest activities as part of a Project Clubs Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Every student achieves a year's growth for a year's learning through a self-centred and self-directed approach. 2. Improved data reflecting positive outcomes of student well-being and engagement.	\$1 000 spent to purchase resources for the Term 3 Project Club .	1. 46 % of students achieved "Sound" or above with their 2018 Semester Two achievement levels for Maths and English.. 2. The school scored above the state with the 2018 Semester Two Tell Them From Me Student Survey: * Students with positive relationships. *Students with positive behaviour at school. *Advocacy at school. *Student participation in extra curricular activities. * Student participation in sports.

Next Steps

The following activities were not completed during 2018:

- * Students regularly connect with students from partner One Schools Network school.
- * Teachers successfully using the EBS ontrack program to record all student negative and positive behaviour.
- * Staff revisit the National Disability Standards in line with the completion of the NCCD.

Staff plan to complete these activities during 2019.

In addition, staff plan to review the MPS Learning Together Well Being Policy. As part of this review, staff plan to address the areas identified by Year 4 & Year 6 students in the Semester Two 2018 Student Survey that fell below the state norm.

These areas include:

- * Students with a positive sense of belonging.
- * Students that value schooling outcomes.
- *Students with positive homework behaviours.

*Students who are interested and motivated.

*Student effort.

Strategic Direction 2

Teaching

Purpose

Our purpose is to develop skills with implementing digital technologies to deliver quality teaching practice that is engaging and evidenced based.

Overall summary of progress

The following were high profile activities that were implemented during 2018:

- * Establishment of the MiniLit program to support low performing Stage One literacy students.
- * Investigate/participate in professional learning with the Learning Progressions.
- * Participation in One Schools Network programs including integrated unit planning with a partner school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Quality teaching as evidenced by a greater range of examples of practice from selected teaching standards. 2. Teachers using evidence informed teaching strategies which utilise digital technologies.	<ul style="list-style-type: none">• Teacher Professional Learning (\$3000.00)• Purchase of MiniLit resources and training (\$2 000)	See summary above.

Next Steps

The following activities were identified as high profile for implementation in 2019:

- *Continued involvement with the One Schools Network, as outlined in the "2019 One Schools Involvement Expectations and Commitment".
- * Develop whole staff use of the Google Classroom as a platform to improve student learning outcomes through greater student use of technology in all Key Learning Areas. Teachers have identified Reading Fluency (Google App) as a whole school application to implement in classrooms during Semester One 2019. The whole school management of this application will be a high priority during Term One 2019.
- * Review student access to digital writing in classrooms and seek to enhance digital writing opportunities across all K.L.A.s.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Teacher release to access data and identify students with the NCCD. (\$500)	Completion of the NCCD.
Quality Teaching, Successful Students (QTSS)	Mentoring sessions assisted a beginning teacher to successfully complete a full year of part time teaching.	Funds were used to release mentee from classroom teaching to complete identified Performance Development Plan tasks. Funds were also used by the teacher to complete teacher accreditation processes.
Socio-economic background	Smaller class groups enabled classroom teachers to provide personalised programs for all students.	Socio-economic background funding used to employ a fourth teacher for additional days
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.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	19	25	25	24
Girls	16	13	16	15

Student attendance profile

School				
Year	2015	2016	2017	2018
K	77.3	92.6	89.4	89.6
1	92	89.8	97.6	88.1
2	96.4	90.9	91.7	96.6
3	90.4	95.3	92.4	91.8
4	97.8	91.1	97	92.8
5	90.1	95.7	92.5	94.8
6	94.6	83.9	98.9	93.3
All Years	91.8	91.8	93.1	92.4
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	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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

During 2019, teachers will be reviewing 2018 attendance patterns and reviewing the Department of Education's Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There were 3 fulltime teachers and one part time teacher working on site this year. There was one part time School Administration Manager and one part time General Assistant.

There are no staff working at MPS that identify as Aboriginal..

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All teachers utilised professional learning funds during 2018 in accordance with personal goals identified with the principal and the 2018–20 School Plan.

One teacher is completing her accreditation.

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	56,314
Revenue	590,555
Appropriation	577,844
Sale of Goods and Services	0
Grants and Contributions	12,323
Gain and Loss	0
Other Revenue	0
Investment Income	388
Expenses	-578,072
Recurrent Expenses	-578,072
Employee Related	-519,079
Operating Expenses	-58,992
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	12,483
Balance Carried Forward	68,798

The financial information presented reflect expenditure which reflects the main focus for the 2018 school's budget.

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	446,403
Base Per Capita	7,928
Base Location	1,534
Other Base	436,941
Equity Total	46,776
Equity Aboriginal	6,643
Equity Socio economic	26,860
Equity Language	0
Equity Disability	13,272
Targeted Total	75,238
Other Total	7,399
Grand Total	575,816

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 small student cohort, the school is unable to publish results.

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.

Due to the small student cohort , the school is unable to publish results.

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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 schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school can report from the 2018 NAPLAN tests that **100% of students enrolled at Manifold Public School achieved at or above the minimum standard**. In addition, **greater than 50% of all students scored in the top 2 bands for Literacy and Numeracy**.

Parent/caregiver, student, teacher satisfaction

The school participated in the 2018 Tell Them From Me Parent Survey. 8 parents responded.

The following is a summary of the results –

1. The school scored above the NSW Government mean with the following areas:

- * Parents felt welcome.
- * School supports learning.
- *School supports positive behaviour.
- *Safety at school.
- * Inclusive school.

2. The school scored at or below the NSW Government mean:

- * Parents support learning at home.
- * Parents are informed.

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.