Maraylya Public School

Annual Report

2018

2472

Introduction

The Annual Report for **2018** is provided to the community of Maraylya 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.

Stewart Gaffey

Principal

School contact details

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School background

School vision statement

At Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to become the independent, self monitoring, resilient,creative and collaborative learners required of them both now and in the future.

School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 113 students and is situated in the Hawkesbury district, in Sydney's rural north–west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students.

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.

The school's inclusion within the External Validation process in November 2017 and the consequent findings were drawn upon to formulate the 2018 – 2020 strategic plan. The school conservatively plotted its practice against the School Excellence Framework predominately at 'Delivering' stage, with several areas including Learning Culture, Wellbeing and Collaborative Practice reflective of the level of 'Sustaining and Growing'. This benchmark has allowed the school to plan for growth in particular areas of need over the course of the year. The school has been successful in increasing its self assessment in the element of Professional Standards, the logical place from which to further improve teaching and learning practice for our students.

Our recent and ongoing 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

Excellence, Independence and Visibility in Learning

Purpose

To engage all students in meaningful, challenging and transformative learning experiences, in which personal skill development and progress is visible to the learner, affording the learner self–reflective and independent learning practices across the curriculum.

Overall summary of progress

The school has continued to focus on teacher delivery, lesson purpose, feedback and goal setting. It has been a priority of every class teacher to ensure that students recognise the purpose and success criteria for key lessons in the school day, particularly English and Mathematics. Students have all identified and negotiated learning goals and are able to better plot their progress towards success. Surveys of student self reflection as learners have revealed an increase of students adopting Visible Learning practice through the language and attitudes towards learning they are exhibiting.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
All students reaching expected growth targets.	QTSS funding resource	72% of Year 5 students reached expected growth targets in Grammar and Punctuation. 90% reached growth targets in Reading.
100% of students setting realistic learning goals and monitoring progress towards them.	QTSS funds were instrumental in supporting staff to implement these initiatives.	All students were able to set goals in writing and mathematics. Each student was initially guided to offer and accept feedback to identify goal achievement.
Improved student engagement, sense of belonging and advocacy within TTFM surveys	Resources of PBL and TTFM data 2017	90% of students surveyed felt the had a positive sense of belonging, while 83% of students surveyed felt they had someone they could turn to for advice.
Increasing the number of students reaching proficient level in external assessments in Literacy and Numeracy	QTSS funding resource	There is a positive trend in proficiency for Year 5 students in Grammar, Numeracy and Writing.

Next Steps

The school will continue its work with the Corwin group to maintain and strengthen Visible Learning practices. The school has committed to this three year program and is further developing an action plan to assess, map and address associated needs of students, staff and community.

Strategic Direction 2

Leaders of Learning Across the Community

Purpose

To promote, build and sustain leadership in learning in order to build capacities and skills of colleagues, students and the community to heighten program effectiveness, support student learning and effect transformative change.

Overall summary of progress

This strategic direction is closely linked to Strategic Direction 1. The primary focus here centres on teachers recognising their important position as change makers in their students' education and their ability to influence dramatic improvement in a child's learning through their attitude, approach, programs and including their commitment to lesson delivery, lesson purpose, feedback and goal setting. This shift in practice is to be understood and shared throughout the community to empower our families to support their children's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs to reflect a strong link to visible learning practice including learning intentions, success criteria and use of authentic feedback.	NIL	All teaching and learning programs reflect Visible Learning practice in the areas of writing and numeracy. Literacy circles continues to reflect the use of learning intentions and success criteria.
Growth in community understanding of current educational practice including Visible Learning theory, evidenced through targeted surveys which reflect the empowering of families to further support learning in an informed and confident manner.	NIL	While the Tell them From Me survey data indicates a discrepancy in parent ability to support students at home, families have been communicated to via school newsletters regarding Visible Learning practice. 3 way videoed interviews helped parents to understand goal setting within VL.
Community observance of increased independence in student learning with evidence of improved self monitored and purposeful learning.	NIL	Parents have begun to take part in the goal setting process, through initial observance of these processes.
100% of staff identifying professional goals and being empowered to fulfil their achievement through targeted professional learning opportunities and research.	NIL	PDP process has been adhered to by all teaching staff. Professional learning has been targeted, timely and linked to individual and/ or school need.

Next Steps

The school continues its work in Visible Learning supported by regular professional learning opportunities for staff. The school aims to further equip its staff with the appropriate training and understandings in order to establish and confidently equip the community to support learners.

Strategic Direction 3

Effective Leading of Systems and Processes

Purpose

To acknowledge, develop and further implement the use of departmental and school–based systems for efficient and effective educational delivery in a small school context.

Overall summary of progress

The school's employment and analysis of surveys including Tell Them From Me substantiates our commitment to further strengthening whole school and community partnerships and deliver on school learning priorities to align with our school's strategic directions.

The school has continued to build sustainable systems of communication, student management and leadership. Strengthened process around reaching our community via digital means has allowed parents to remain in touch with school events and decisions in a more timely manner. More effective tracking of student data has been achieved with the assistance of greater adherence to the student assessment schedule. This has been achieved within the literacy and numeracy continuums, while a start has been made in the newly introduced Learning Progressions for use in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school wide processes are evident and used effectively with a view to enhancing educational delivery, ensuring the best outcomes for students.	NIL	Educational delivery is enhanced by staff adhering to the collection of pre and post assessment data as well as following the school assessment schedule. Initial work has been done in the learning progressions, taking effect in 2019. There is a developing shared understanding of what it means to be an effective learner.
100% of staff performance visibly improved through the PDP process with access to necessary learning apparent through Scout and teacher observations.	Professional Learning Budget	All staff are familiar with the process for PDP and are welcoming of the practice. Staff performance continues to rise with greater sense of professional accountability and direction.
100% of students to demonstrate growth in key areas of learning through use of assessment and monitoring processes at appropriate intervals.	QTSS Funding	Our growth in writing proficiency and related results is particularly encouraging. Year 5 growth exceeded state and similar school level in all areas.
Improved community perception of school's communication efficiency.	NIL	Community feedback would suggest a slight improvement in community perception of the school's communication efficiency in terms of timeliness and accuracy.

Next Steps

Our next steps include further professional learning for staff around Visible Learning. The school aims to refine and implement its action plan from Term 1, based on the surveys from 2018. The plan will initially focus on establishing a shared understanding of what it means to be an effective learner at Maraylya Public School.

Further in house and external professional learning around the Learning Progressions for plotting, planning and tracking student learning will take place, with each teacher primarily focusing on writing.

Our Learning support systems will be reviewed to assist staff and the community with processes around student referral and support to meet individual needs through lesson differentiation.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$3006	These funds have been utilised to bolster funding for learning and support teacher, to create and maintain learning pathways for Aboriginal students.
Low level adjustment for disability	$30228	This funding was instrumental in funding learning support across the school to implement MultiLit and RAWE programs and in– class support for students in need.
Quality Teaching, Successful Students (QTSS)	$20198	This funding enabled the school to employ staff to directly support staff within team–teaching situations and teacher observations to improve practice.
Socio–economic background	$8342	This funding was used to fund learning support across the school to implement MultiLit and RAWE programs and in– class support for students in need.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	55	53	49	46
Girls	52	58	65	57

Student enrolments at the school remain steady. There is slight growth over time to the point where we have been successful in retaining 5 classes and an additional executive position.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	95.2	97.3	97.5
1	94.1	94.1	93.7	96
2	93.5	91.9	96.1	93.6
3	94.7	93.2	94	95.1
4	91.9	90.3	93.1	94.1
5	89.1	94.2	93.3	93
6	93.4	95.7	95.9	94.3
All Years	93.8	93.2	94.7	94.8
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

Students' families are informed of their obligation to ensure their child attends school each day via the newsletter. Where there are extenuating circumstances through sickness or other necessary leave, families understand the need to provide an explanation to the school. When this does not occur, the school will issue reminders to the family to be completed and returned to school.

There remain certain patterns of late arrival for particular students which is addressed individually. Overall, there is an improvement in attendance and a reduction in partial absences due to lateness.

In extreme cases of non–attendance, families have been contacted directly to explain student absences through medical certificates and health care plans.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Maraylya Public School does not currently have an identified Aboriginal member of 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	0

Professional learning and teacher accreditation

Professional Learning for the year was closely tied to strategic directions, performance and development planning, staff and student need.

Opportunities included but were not limited to:

- Visible Learning foundation day for the entire teaching staff
- CPR and Anaphylaxis Face to Face Training
- TEN Targeted Early Numeracy
- Child protection training
- Scout Training
- SAP for SASS updates
- e–Emergency Care

- Introduction to Leadership Coaching
- Trauma Informed Approaches to Supporting Students' Behaviour
- Network Meetings
- PPA Meetings

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	54,019
Revenue	1,184,038
Appropriation	1,070,585
Sale of Goods and Services	1,378
Grants and Contributions	110,245
Gain and Loss	0
Other Revenue	0
Investment Income	1,829
Expenses	-1,113,898
Recurrent Expenses	-1,113,898
Employee Related	-930,369
Operating Expenses	-183,529
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	70,139
Balance Carried Forward	124,158

The school's financial management processes and governance structures meet financial policy requirements

- the school's sesquicentenary celebrations required a substantial redirection of funds to fund significant landscaping and shade projects across the school.
- intended use of funds for 2019 will include the upgrade of a technology space to become a STEM hub.

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	933,913
Base Per Capita	22,044
Base Location	3,365
Other Base	908,504
Equity Total	41,576
Equity Aboriginal	3,006
Equity Socio economic	8,342
Equity Language	0
Equity Disability	30,228
Targeted Total	0
Other Total	75,597
Grand Total	1,051,086

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.

The real success from this year's NAPLAN inclusion can be found in growth data for Year 5 students. As a group, Year 5 exhibited growth that significantly exceeded both the state and similar school groups' degree of growth between Year 3 and Year 5.

Year 3 results in grammar and punctuation, reading, spelling and writing all exceeded the three year average for school achievement.

Year 5 results demonstrate an increase of students in the top two bands for grammar and punctuation, writing. There was an increase in the amount of students in the top band for reading compared to the three year average. Again, Year 5 student growth has far exceeded expectations.
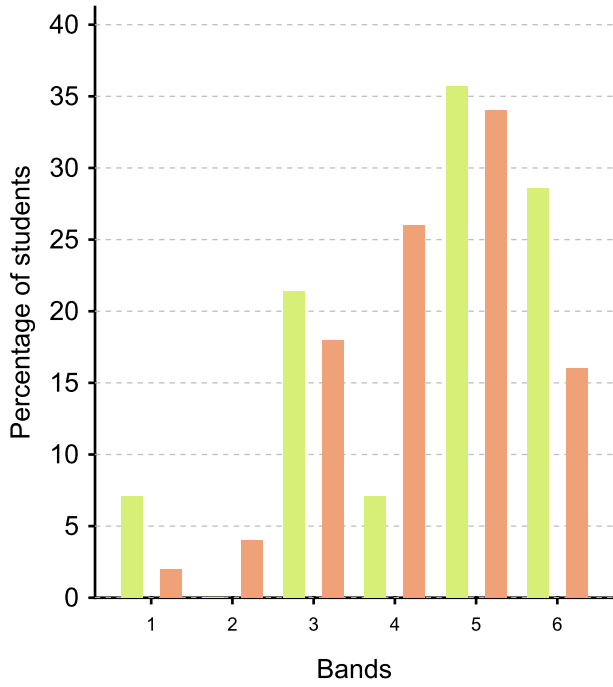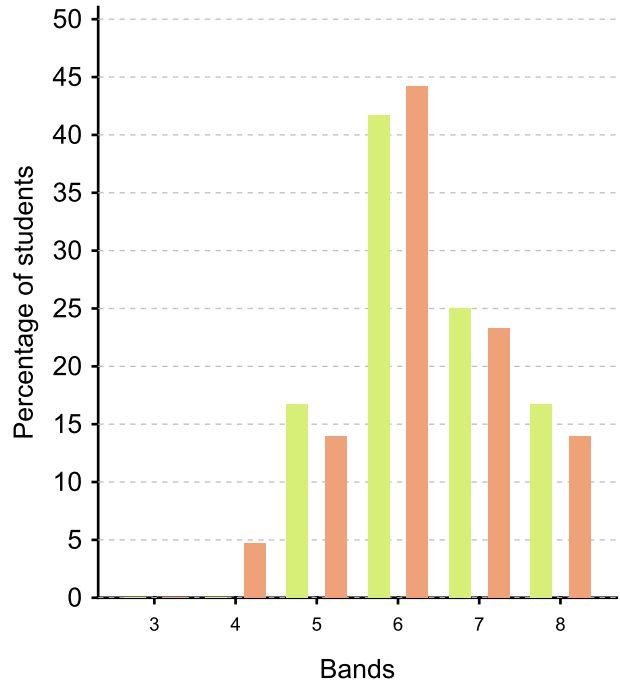
Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage in Bands
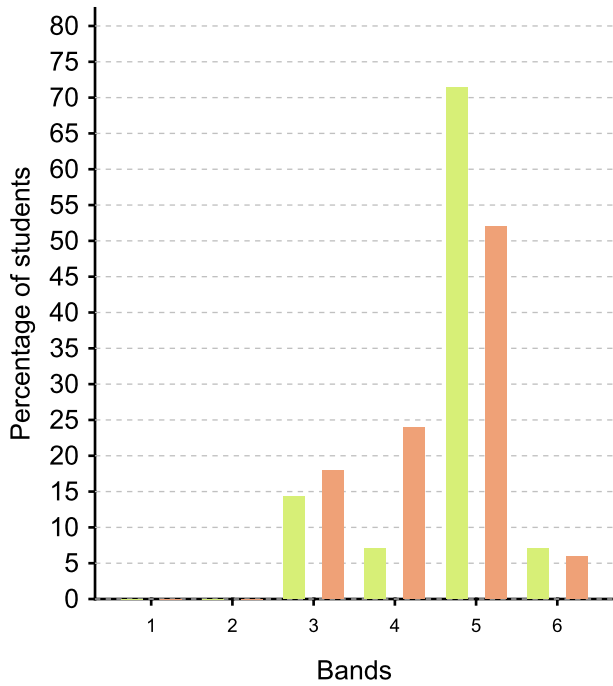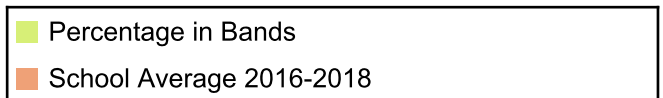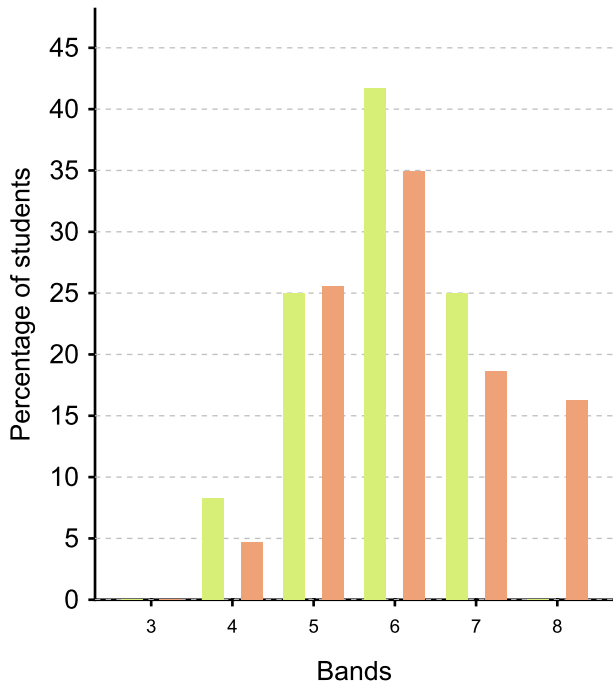- School Average 2016-2018
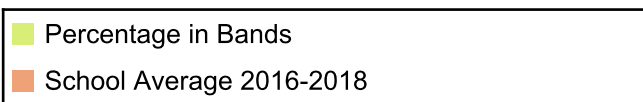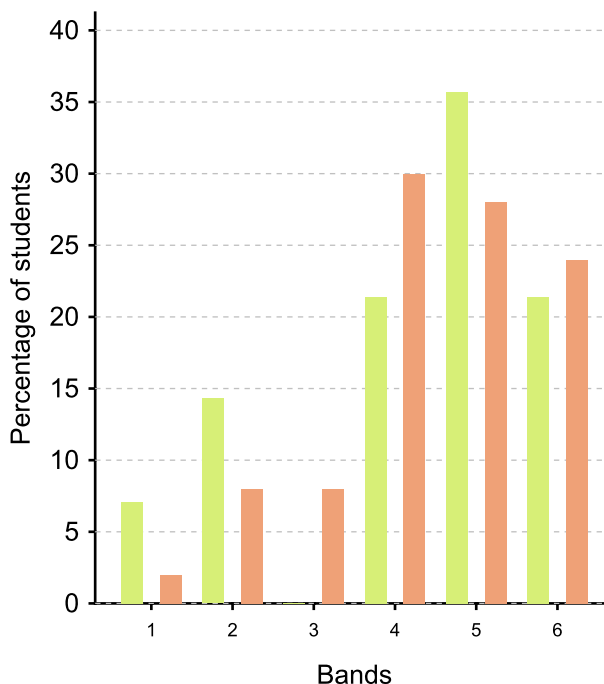
Percentage in bands:
Year 3 Reading

- Percentage in Bands
- School Average 2016-2018
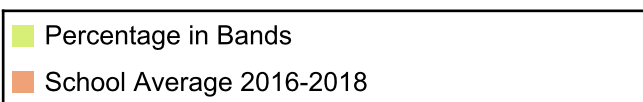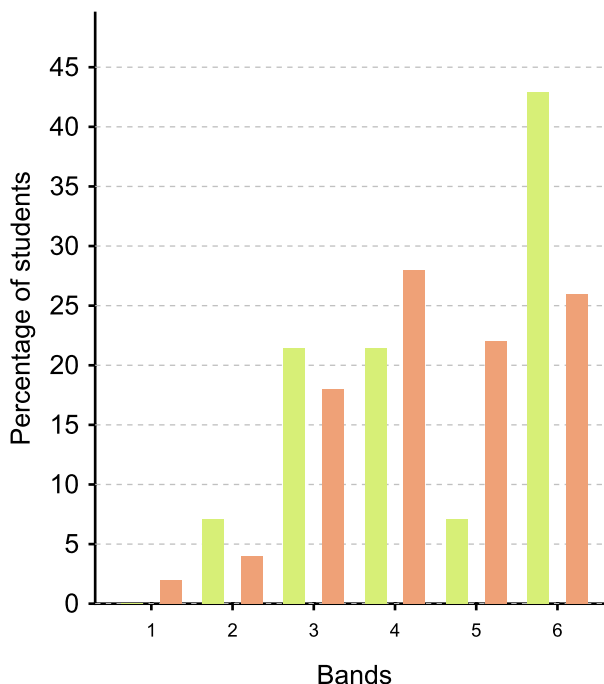
Percentage in bands:
Year 3 Spelling

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Writing

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading

Percentage of students

Bands

- Percentage in Bands
- School Average 2016-2018

Maraylya Public School 2472 (2018)
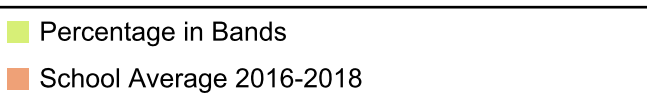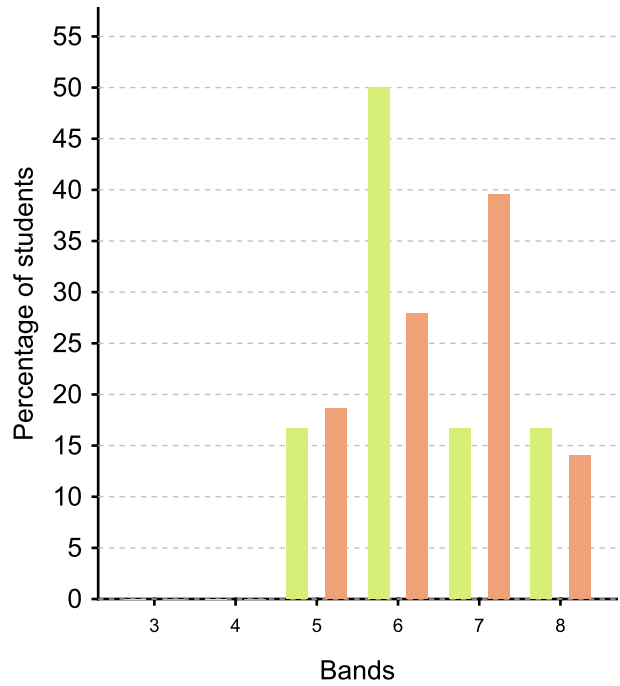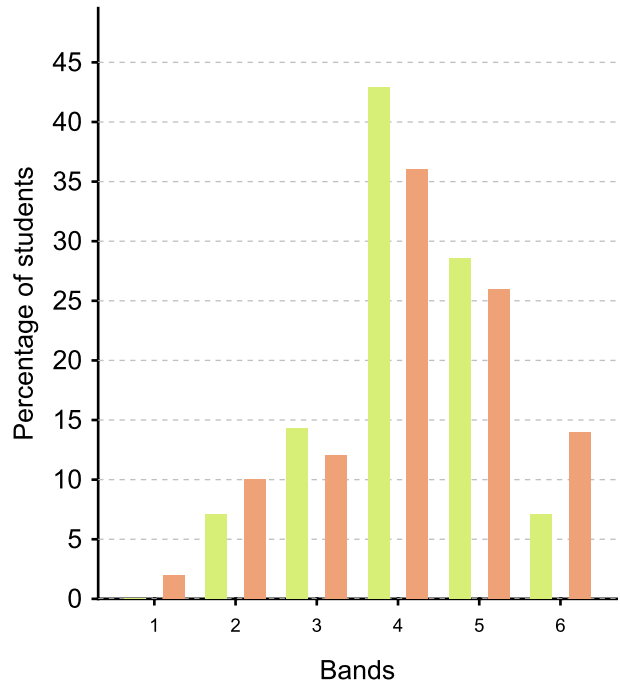
Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing

Year 3 results in numeracy indicate a slight reduction in achievement levels compared with the three year average.

Year 5 results demonstrate an increase of students in the top two bands for numeracy, despite a reduction in students achieving band 8. Again, overall Year 5 student growth has far exceeded expectations.
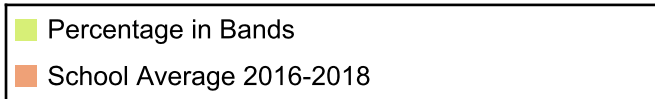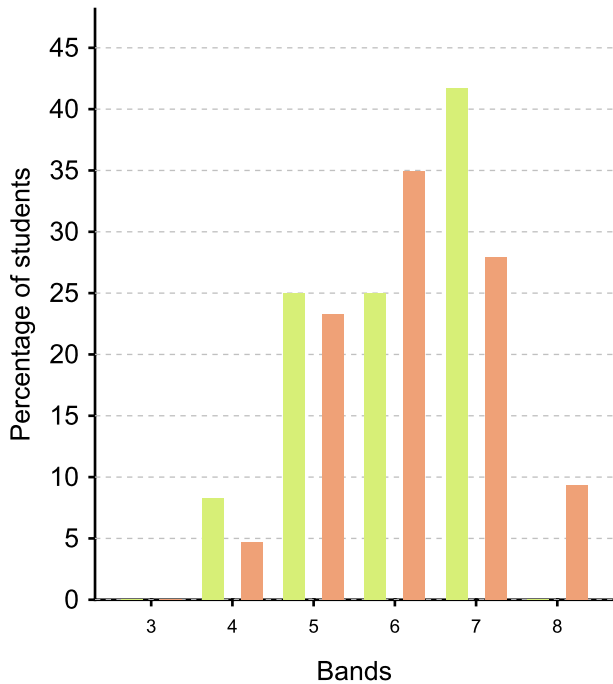
Percentage in bands:
Year 3 Numeracy
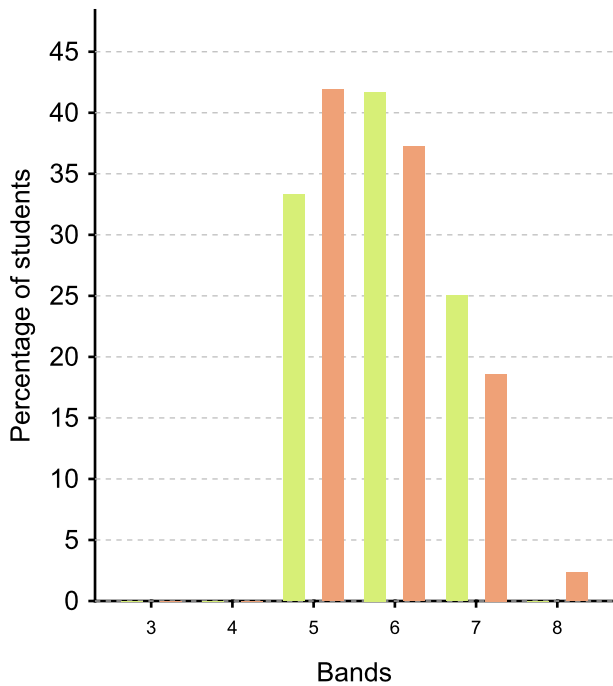
Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

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.

Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

Again, Year 5 results demonstrate an increase of students in the top two bands for grammar and punctuation, and writing. There was an increase in the amount of students in the top band for reading compared to the three year average. There were no Aboriginal students in this cohort to report on.

Parent/caregiver, student, teacher satisfaction

The school has collected a range of responses from the community, including students, parents and staff via the Tell Them From Me survey and Survey Monkey

Parental responses again exceeded all areas of perception except for their sense of ability to support their children at home with school tasks. This is a continued area of focus for the school within the next planning cycle, substantially guiding the second strategic direction – 'Leaders of Learning Across the Community'.

We anticipate greater communication to parents/ carers to improve their understanding of the way in which students' skills are developed and applied across all areas of their education, particularly in the areas of Mathematics and English. Visible Learning and Growth Mindset .

Policy requirements

Aboriginal education

We have continued to maintain a steady number of Aboriginal students at Maraylya Public School. This has afforded us the opportunity to access particular learning opportunities and programs for these students and the broader student body.

Particular student progress is monitored and supported through personalised learning pathways, developed with parents, learning support teachers, classroom teachers and students. Further learning support is provided wherever necessary.

Apart from the inclusion of Aboriginal perspectives across class programming in each Stage, the school again applied for inclusion in the Heartbeat Program, through Western Sydney University.

The school also took part in several NAIDOC activities, one of which involved the making of 'story hands' for student use and interest in the school playground.

Multicultural and anti-racism education

The school took part in the annual Harmony Day, whereby students and the community reflect on strategies to further embed a culture of tolerance at the school. Our trained ARCO is consulted in culturally based decisions.

Class–based learning across the Stages particularly within the English History syllabuses, afforded students understandings in cultural sensitivity, broadening their concept of what it means to be an Australian.

All cultures at Maraylya Public School are welcomed, valued and celebrated. The school seeks for its students to embrace and learn from differing

perspectives to help form their own.

Maraylya Public School 2472 (2018)