

Mayrung Public School Annual Report



2018



2508

Introduction

The Annual Report for 2018 is provided to the community of Mayrung 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

At Mayrung Public School we equip students with the tools to be successful, confident, creative, self directed learners. This is achieved through explicit, high quality teaching, and the development of a shared language of learning across the whole school community. Through this students needs are catered for in a nurturing environment, allowing them to connect, succeed, thrive and learn., in an enabling school environment.

School context

Mayrung Public School is a dynamic Kindergarten to Year Six primary school located in a vibrant and productive rural setting, 42 kms north–east of Deniliquin, that has been educating students for over 125 years. It has an enrolment of 30 students and is dedicated to maximising learning outcomes through quality teaching across all key learning areas. The school enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students. Current priorities across the school include literacy, numeracy, curriculum differentiation and formative assessment with an emphasis on engaging students using future focused learning methods and tools. The school provides a range of extracurricular programs including, music, debating and sport. Our core values of respect, responsibility, kindness, fairness and personal best are embedded across the school. The parents are valued partners and are actively involved in the school with high expectations of teaching and learning. There is a strong ethos of inclusion, student wellbeing and teamwork.

To find out more information relating to Mayrung Public School please visit our school website:

www.mayrung-p.schools.nsw.edu.au

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.

This year, our staff at Mayrung Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school, through communication at AECG meetings, school excursions eg; Wamba Wamba and during the teaching of our Aboriginal Culture Unit, in term 4.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision–making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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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

Leading a Culture Of Learning

Purpose

To lead a whole school approach in the delivery of quality learning experiences through the development of shared language of learning and well developed coaching techniques. To embed an understanding of the importance of self directed learning practices across the school community, equipping our students to be successful, confident, creative, self directed learners who achieve their personal best.

Overall summary of progress

Visible learning for students In 2018, Mayrung Public School teachers developed a deep understanding of the work of John Hattie through the strategies to support visible learning. Visible Values At Mayrung Public School, we have a range of programs to help and support students improve their social skills and wellbeing. Staff aligned wellbeing programs, the school discipline procedure and the departmental Values to develop quality programs to promote Core Values throughout K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning, measured through student participation, formative data and learning strategies used.	\$3000 casual relief Data days	Professional learning on using the learning progressions to assist with future planning. Stages analyse work samples in line with learning progressions to track student learning.
80% of students will achieve their year appropriate expected growth in literacy and numeracy with 25% achieving above the expected growth, across DoE Literacy and Numeracy Progressions.	\$2 000 Casual relief & course costs	At the end of the year, staff completed the whole school assessment database. K–6 staff participated in professional learning on learning progressions and attended Data Days, collaboratively analysing student work samples against the learning progressions.
All stakeholders using meta–language and practices pertaining to visible learning paradigm. Evident in discussions, strategies used and overall observations.	\$3 700 Casual relief	In 2018, staff attended professional learning on Visible Learning and it's impact on student learning. Students in focus classes (K–2) used visible learning to monitor their own learning through learning intentions and success criteria. Increased student engagement was found to be an effect of such strategies being used in the classroom.

Next Steps

Teachers will continue to develop their skills and understandings of Visible learning skills. Professional Learning opportunities will be available to all staff via the Curiosity and Powerful Learners Program.

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations, explicit, research-based, data driven teaching practices. Utilising personalised learning to promote a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

In 2018 Mayrung Public School teaching staff restructured our CLTs, aligning to the new school plan and strategic directions. We introduced a successful numeracy model based on Visible Learning strategies, which assisted in building staff capacity but also in gathering and using data to inform teaching.

The SEF was used to undertake internal analysis of processes and achievement with feedback used to set directions in the 2019 milestones. MPS successfully developed rich learning projects and flexible learning spaces moving towards a future focused pedagogy based school. The school was highly successful in focusing on the classroom for all PL this year, with collaborative practice, explicit instruction and quality feedback being the target areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% Student understanding of their learning goals based on teachers providing explicit and timely feedback on how to improve their learning.	No costing required	Student learning goals are used more consistently in classrooms K–6. Most students have a learning goal in reading, writing and some in Mathematics
100% Teaching staff demonstrate high levels of contemporary content knowledge and teaching practices and utilise evidence-based teaching strategies, displaying clear, concise programs of learning.	\$2000 casual relief days for collaborative meetings	As a result of the targeted focus around quality pedagogy learning programs, changes to teaching programs and practice has been noted: * English teaching programs are more consistent across all grades. The expectations for programming are clear and teachers are including necessary aspects in their programs. * Teachers have a greater understanding of the intent and content of the English Syllabus. * Teachers have a greater understanding of explicit teaching in reading and writing and the implementation of quality teaching strategies.

Next Steps

Teachers will continue to develop their skills and understandings of the national curriculum. Professional Learning opportunities will be available to all staff to remain current and relevant to the cultural learning needs of students in a small rural school setting. Through professional discussions, collaboration and explicit systems staff will continue to develop quality learning experiences.

Strategic Direction 3

Wellbeing

Purpose

To create an optimum environment where students, staff and parents are able to connect, succeed and thrive, achieved through the development of structures and procedures embedded across the school, promoting the well being of all school community members.

Overall summary of progress

Mayrung Public School (MPS) promotes a strong emphasis school values; Respect, Responsibility and Do Your Best. School expectations are explicitly taught to students and displayed on matrices around the school. Staff meet regularly to monitor data and ensure the MPS behavioural expectations are being met and students are rewarded for positive behaviour. Students are encouraged to care for and respect themselves and contribute to the wellbeing of others and the wider community. In 2018 students participated in a variety of community activities, eg; reading to the elderly at a community nursing home. Students acknowledged and participated in learning activities based around Harmony Day and White Ribbon Day. Students are encouraged to attend the local ANZAC Day service and our own school service is also held. At Mayrung Public School we value our diverse community and aim to make it inclusive of all people. We also encourage community engagement. In 2018 students participated in NAIDOC Week celebrations, with a week of Indigenous Cultural activities.

Teachers aim to engage students in learning by personalising learning and providing rich learning activities. The school has high expectations of students and the mantra 'All Children Can Learn' holds rich meaning at Mayrung Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of student engagement.	Learning—\$3,000 Teacher Professional Learning—\$30,652 School Learning Support Officer	Playground behaviour data is collected, collated and communicated to staff weekly. This data drives the explicit teaching of expected behaviours. In 2018 there was a further reduction in negative incidences and an increase in the number of students reaching the end of year award for outstanding positive behaviour. Leadership opportunities provided to students e.g. Senior Mentors, Young Leaders Conference, Enviro Champs.
Increase in parental attendance at school events.		The school vision and strategic directions were developed by staff in consultation with P&C and the school community. The newsletter, school social media applications, K to 6 assemblies and parent teacher interviews. The school community share the school vision and practises the purpose of the strategic direction. Parents are encouraged to provide regular feedback through meetings and surveys. A feedback 'tree' was also established in 2018. Improved lines of communication has led to greater participation of parents and wider community members.
Build confidence and enthusiasm of teaching staff.	Teacher Professional Learning—\$10,652	All staff successfully participated in the Performance and Development Process (PDP). The purpose of the process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. The Australian Professional Standards for Teachers are used as part of the PDP. Staff have engaged in Professional Learning (PL) throughout 2018, building on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Build confidence and enthusiasm of teaching staff.		confidence in their delivery of best practices and enthusiasm to improve upon their PDP goals.. The PL they have participated in aligns with all Standards of the Australian Professional Standards for Teachers. All staff work collaboratively. They engage professionally with colleagues, parents / carers and the community. Many meetings are held where staff discuss, plan and work together to increase their knowledge and understanding of the best ways to achieve outcomes for students.

Next Steps

Continue to explore and strengthen (introduce more formal structures) evidence based feedback given to teachers.

Students understanding their own learning eg instructional walks and questioning. Connecting learning intentions to why this matters. 100% of staff understanding the importance of data / continue working on consistency / learning progressions.

Embed the practice of teachers regularly monitoring the effectiveness of their own efforts and taking responsibility for changes in practice to improve student results.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,041 to assist with the SLSO program operating to assist targeted students.	<p>Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Pathway (PLP). This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals. A new PLP template and process was developed.</p> <p>Three students were nominated across multiple categories including community and citizenship, sporting achievement and dedication to learning, at the Proud & Deadly AECG awards night.</p> <p>An SLSO was employed to assist students to gain English language proficiency and supported the classroom teacher to incorporate strategies in their teaching program.</p>
Low level adjustment for disability	\$4,496 to assist with the SLSO program operating to assist targeted students.	One part time Student Learning and Support Officer was employed to work intensively with targeted student. Employed School Learning Support Officers(SLSOs) to assist students in the classroom with learning and with social interactions in the playground and to also assist with the implementation of engagement activities.
Quality Teaching, Successful Students (QTSS)	\$5,102 to assist with the SLSO program operating to assist targeted students.	Enhanced support for students with disabilities by SLSO.
Socio-economic background	\$18,702 to assist with the SLSO program operating to assist targeted students.	<p>The majority of funds were utilised to employ additional Student Learning Support Officer time to implement tiered layers of intervention in Literacy and Numeracy to support the needs of individual students K to 6.</p> <p>Further funds were used to implement student wellbeing programs such as Interest Groups.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	13	9	18
Girls	17	19	17	14

Student numbers have continued to grow steadily each year and in 2018 Mayrung Public School has a student enrolment of 32 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	97.1	97.3	94.5
1	95.3	94.9	97.2	100
2	97.5	95.2	96.8	98.3
3	95.2	97.8	94.8	96.9
4	98	95.6	96.8	93.4
5	97.6	94.4	92.5	97.5
6	94.9	92.3	91	94.1
All Years	96.4	95.3	95.1	96
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

Our school notifies all parents of their responsibilities under the Education Act to ensure their children attend school regularly. A copy of the Compulsory School Procedures are advertised in the newsletter. Classroom teachers contact parents promptly within two school days of their child being absent. If parent/s fail to provide an explanation to the school within 7 days, then a letter is sent home. Continued unexplained absences are referred to the HSLO.

Class sizes

Class	Total
ROLL 1	18
ROLL 2	17

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*Full Time Equivalent

In 2018, one member of the workforce identified as being of Aboriginal or Torres Islander descent.

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 staff have participated in the mandatory training requirements that target student/staff health and wellbeing especially those that center on Workplace Health & Safety. These include First Aid/CPR training, emergency care and Keep Them Safe (Child Protection) training. Similarly, all staff are up-to-date in their anaphylaxis and asthma training. They have also actively participated in scheduled emergency evacuation drills and lock downs, which will be ongoing. Staff continue to receive training in differentiation the curriculum to meet individual needs. Staff monitor individual professional development requirements via the implementation of Performance Development Plans. Training is continuing in relation to syllabus documents for all teachers and beginning/temporary teachers are allocated extra time to engage in lesson observations and peer tutoring.

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	103,625
Revenue	536,472
Appropriation	521,633
Sale of Goods and Services	114
Grants and Contributions	13,521
Gain and Loss	0
Other Revenue	0
Investment Income	1,205
Expenses	-495,767
Recurrent Expenses	-495,767
Employee Related	-448,747
Operating Expenses	-47,020
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,705
Balance Carried Forward	144,330

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager. The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who work with the School Executive who plan and monitor the income and expenditure against the budget on a regular basis. Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

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	461,431
Base Per Capita	5,028
Base Location	12,267
Other Base	444,136
Equity Total	35,670
Equity Aboriginal	2,061
Equity Socio economic	18,702
Equity Language	0
Equity Disability	14,907
Targeted Total	0
Other Total	5,109
Grand Total	502,210

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 cohort undertaking NAPLAN in 2018 we are unable to report on the 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 cohort undertaking NAPLAN in 2018 we are unable to report on the 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.

range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.

Due to the small cohort undertaking NAPLAN in 2018 we are unable to report on the results.

Parent/caregiver, student, teacher satisfaction

Parent responses about the school processes and progress were positive. Discussions and input were encouraging and supportive during the Parent and Citizens Committee term meetings. Opportunities for parents to visit and view the classrooms were created to cater for a shared vision toward student progress and learning goals. The students at Mayrung Public School enjoy an active and engaging learning environment as reflected in our excellent attendance performance. Teacher satisfaction is high. Mayrung Public School maintain a stable and effective staff who often work long and additional hours to provide quality education.

Policy requirements

Aboriginal education

We work in partnership with the Aboriginal Education Consultative Group and ensure that families of Aboriginal students are consulted when preparing Personal Learning Plans. We also employed two Aboriginal ladies from the local Yarkuwa Knowledge Centre to introduce our students to the art of basket weaving and the history and usage behind this skill, amongst the local Aborigines.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. Harmony Day was celebrated by the whole school community and a