

Michelago Public School

Annual Report



2018



MICHELAGO PUBLIC SCHOOL

2540

Introduction

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

Claire Plummer

Principal

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Message from the Principal

2018 proved to be an amazing year for our busy and productive small school. As a school community, we proudly celebrated our Sesquicentennial, 150 years of learning and achievement. Our 150th celebration provided an opportunity to display the wonderful collaborative support between the school and community. It was a time to connect, reconnect, reminisce and welcome all our past families and students back to the school.

Our students were able to engage with ex students, historians and the local police to learn as much as they could about the history and origins of Michelago Public School. They recognised and acknowledged the changes that have occurred over such a long period of time. The Sesquicentennial provided an opportunity to display learning within the classrooms, perform for a broad audience and present a student led documentary movie about the school. The documentary was a highly successful showcase for the school and community.

Michelago Public School students actively demonstrate and support a family friendly learning environment. Students actively care for each other, feel safe and have fun! We have been very fortunate to have such a wonderful cohort of students.

Our families, P&C and community groups were out in force to support our special day and demonstrate their pride in their local school. Our parent body are very active in promoting our school to new families in the area. Fundraising efforts support programs such as school camp, technology and resources.

The 150th provided an opportunity to highlight and acknowledge the collegial commitment, dedication and support of all our staff, both teaching and non-teaching. We have a remarkable combination of experience, expertise, enthusiasm and devotion towards our students and school. It has been a privilege to work with such giving people.

We are very fortunate to have a beautiful school where the atmosphere is joyous, friendly and supportive, and respect amongst all is evident. Our school reflects a strong sense of belonging and commitment, and our students thrive and succeed.

On behalf of the school, I wish to sincerely thank everyone for another great year.

Claire Plummer

Principal

Message from the school community

Every year we encourage new families to be involved in our P&C. This is always a challenge in a small community, however we really appreciate the support of families in all our activities and fundraising events. A huge thank you to our executive who worked tirelessly all year to support our local school.

I would like to express my thanks to the parents, carers and associated members of the school for their efforts during 2018. We successfully hosted our 150th birthday celebrations for the school in March and were treated to a wonderful day, full of community spirit. We are very proud of our wonderful children for enthusiastically displaying such lovely performances which is a testament to our dedicated teaching staff.

The P&C made numerous contributions to the school over the year including the installation of a new shade sail over the play equipment area. This sail provided the children with a suitable and safe place to play with plenty of sun protection. We subsidised bus trips for the students as well as supported the Senior Class camp, making the camp costs more affordable.

Going forward, my goals will be to secure grants and funding for the school and to look at bigger picture, long term goals. This would include a covered shelter for the children that could be used as an outdoor protected play area, assembly area and rainy, weather shelter.

Our children are very privileged to learn, develop and grow in a caring, small country school environment. We look forward to continuing to increase our school numbers in the future as our local community grows and changes.

Emily Green

Michelago P&C President

Message from the students

Our school held its 150th anniversary on Saturday 24 March 2018. We were all really excited as it was such a big day for us. Students from Kindergarten to Year 6 performed two dances: the Maypole Dance and an Aboriginal Dance, (originating from Derby Western Australia) that was taught by Mrs Palmer. We also sang in the choir and performed a traditional poetry recital.

During the year, we participated in sports events such as cross country in Jindabyne and athletics in Cooma. All of our students participate in these events and try to do their best. We held our very own Sports Fun Day and invited Jerangle Public School. We had a lot of fun, especially with the students from Jerangle. Namadji Team won the day!

During Term 3, the Senior Class went on camp to Jindabyne Sport and Rec. The food was awesome and so were the activities. The flying fox was a favourite and so was cooking damper on an open fire. We spent one day at Perisher Snowfields and built snowmen. Camp is always fun!

We held a Christmas Mini Markets in Term 4 and Jerangle Public School joined us again. Everyone had a brilliant time! The stalls were well organised and so were the Christmas craft activities.

We held our end of year performance in the Community Hall. The Junior Class performed 'The Gruffalo' and the Senior Class performed 'It'll Be Alright On The Night'. Our Year 6 students were farewelled and we hope they enjoy high school.

We would like to thank all the staff and our parents for supporting us all year.

Luke Perrin

Bridie Turnbull

William Butler

School background

School vision statement

'Think, Reflect, Create, Grow!'

School Motto :

School and Family Working Together.

School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour. The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

Our school's core values require our students to do their best by being:

SAFE RESPECTFUL RESPONSIBLE

School and Family Working Together

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 **Learning Domain**, Michelago Public School assessed the following elements resulting in:

Culture – Sustaining & Growing

Wellbeing – Excelling

Curriculum – Sustaining & Growing

Assessment – Sustaining & Growing

Reporting – Sustaining & Growing

Student Performance Measures – Delivering

In the **Teaching Domain**, Michelago Public School assessed the following elements resulting in:

Effective Classroom Practice – Sustaining & Growing

Data Skills & Use – Delivering

Professional Standards – Sustaining & Growing

Learning & Development – Sustaining & Growing

In the **Leading Domain**, Michelago Public School assessed the following elements resulting in:

Educational Leadership – Sustaining & Growing

School Planning, Implementation & Reporting – Sustaining & Growing

School Resources – Sustaining & Growing

Management Practices & Processes – Sustaining & 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

Quality Learning Building Strong Foundations

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, thereby enabling students to develop strong identities as self directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

There was a collaborative effort to use a broad range of data to inform stage based teaching and learning. This involved working with Learning Support to develop Individual Learning Plans, focusing on differentiation and making adjustments.

Michelago Public School follows the Positive Behaviour for Learning approach to support student well being and the school's values and expectations are consistently reinforced on an informal and formal basis.

Digital literacy provided students from Kindergarten to Year 6 with opportunities to engage in problem solving, coding , and movie making including a school documentary for the Sesquicentennial. The Senior Class students were fully involved in the production of the documentary including interviewing, filming and editing. Prior to this, the students participated in a 2 day Documentary Film Making Course.

All teachers completed a Professional Learning plan aligned to the School Plan's strategic directions. Teachers engaged in professional learning , professional observations and reflections. Teachers evaluated the progress of their goals in accordance with the professional development framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the proportion of students achieving proficiency in NAPLAN• 85% of students will achieve their stage appropriate expected growth in Literacy and Numeracy• Differentiation is evident in all teaching & learning programs	Refer to Financial Information	<ul style="list-style-type: none">• Pre and post samples of student writing were used for CTJ purposes. Internal Data reflected improvement in writing for all students.• Staff demonstrate differentiation in classroom planning and teaching.• Data is actively shared and analysed by the Learning Support Team to inform teaching practices and address the learning needs of students.• Internal data reflected all students from Kindergarten to Year 6 have made progress across Literacy and Numeracy.• Staff discussion and input into the SEF acknowledged strength in collaborative practice.• Teachers completed PDPs' and reflected on their progress as part of the performance and development process.

Next Steps

- Continue Digital Literacy implementation including implementing the Digital Literacy strand of Science & Technology,
- Focus on one aspect of Literacy and numeracy using the Learning Progressions to track student learning,
- Ensure differentiation is incorporated into learning programs and
- Completion of Hassle logs require more consistency.



Strategic Direction 2

Quality Teaching Building Capacity and Instructional Expertise

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focussed on the teaching of Literacy and Numeracy skills across all learning areas.

Overall summary of progress

There has been a consistent focus on developing Consistent Teacher Judgement practices in the area of writing. Pre and post samples of writing from across the school were analysed. Identified areas requiring support such as punctuation and sentence structure were targeted and explicit teaching practices were put into place. Post assessment demonstrated an improvement across all year levels, particularly in the Senior class.

The staff were involved in a 10 week project of strategic support in the second semester, again with a focus on writing. Professional support was provided to build on existing quality teaching. Staff undertook professional reading and planned lessons incorporating learning intentions and success criteria. Staff engaged in professional reflections and an evaluation of the project in Term 4. Pre and post assessment data was incorporated in the evaluation. Staff believed the project was impacted by Term 4 end of year activities and reports.

Students were able to articulate the learning intentions for each lesson and were able to discuss improvements in their writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased use of evidence-informed pedagogy by all the teachers and evident in classrooms.Literacy and numeracy progressions are used to ensure consistency in teacher judgementUse of data collection and collaborative evaluation in an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.	Refer to Financial Information	<p>Staff are more familiar with the Learning progressions and the use of consistent teacher judgement. Staff reflected classroom pedagogy was focused and explicit.</p> <p>Staff were engaged in the 10 week trial project in writing. The project will continue in 2019.</p> <p>Learning Support was targeted to provide students with identified learning needs. Data reflected a gradual improvement in outcomes.</p> <p>Individual Learning Plans were consistently followed up and provided effective communication to families.</p>

Next Steps

- Formative Assessment modules will be undertaken as part of the Professional Development of staff
- Continue the school's commitment to Strategic Support with a focus on writing,
- Complete online Quality Teaching modules,
- Engage with evidenced based data to inform decision making and
- Continue to engage with the Learning progressions



Strategic Direction 3

Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

Purpose

The school plan is at the center of continuous improvement efforts, with school's vision and strategic direction evident in its main business.

Overall summary of progress

The whole school community collaborated in a highly effective partnership culminating in an extraordinary Sesquicentennial event. Communication at all levels was inclusive and engaged groups from all the surrounding areas. The media promotion of the school and the community was demonstrated evidence of positive and pro active partnerships, and pride in our local community based school.

The P&C fundraising events were aimed at supporting the school's improvement programs. This included providing a sun sail replacement over the play equipment to ensure health and safety standards were being met. Focus groups involved the parents and carers in the school evaluation processes. P&C feedback reflected strong support and appreciation of the staff. A culture of open, honest discussions and respectful relationships is evident across the school.

All staff were encouraged to participate in Professional Learning to enhance their teaching capabilities and meet Accreditation Standards. Staff share their expertise across the stages and engage in planning and programming to support the learning needs of students and the school's strategic directions. One staff member will begin a Masters of Education during 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Data reflects Improved levels of whole school & community collaboration & connectedness• Resource allocation reflects strong support for Literacy, Numeracy and innovative programs	Refer to Financial Information	<ul style="list-style-type: none">• There was consistent and positive feedback about the school resulting from the Sesquicentennial celebrations from the broader community.• The success of the 150th resulted from highly effective communication and collaboration among a broad range of groups.• Resources were targeted to support the learning opportunities of students in the most effective manner. Funds were also allocated for extra LAST time and to provide a <i>maths enrichment</i> group once a week.• There was and Increase in the confidence and capacity of staff as a result of the Professional Development opportunities provided.• Focus groups provided the P&C to engage in school evaluation and improvement processes.

Next Steps

- Review and update milestones for 2019,
- Consistently monitor and track the milestones,
- Continue to engage the school community in school evaluation and improvement processes,
- Allocate resources to meet the diverse range of learning needs and
- Make effective use of learning spaces.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2675	<p>Extra time and tutoring was allocated to provide support in Literacy and Numeracy for the students.</p> <p>There was strengthened home school partnerships through consultation, consistent communication and follow up with PLPs.</p> <p>Reading and writing results reflected a gradual improvement across the year.</p>
English language proficiency		No applicable for this year.
Low level adjustment for disability	\$2613	<p>Learning Support Teacher time was increased each week. Extra time was also allocated to the School Learning Support Officer to support students within the classroom.</p> <p>Funds were allocated to assist with relevant professional learning and extra days were provided to the Learning Support Officer to gather, collate and analyse data. The data was used to inform planning for the following year.</p>
Quality Teaching, Successful Students (QTSS)	\$6871	This allocation provided staff with time to assess students across the the school on numeracy tasks. The data was used to identify specific learning needs that could be addressed in targetted learning sessions.
Socio–economic background	\$6611	<p>Funds were allocated to extra teaching time to support enrichment programs in maths and documentary film making.</p> <p>The documentary film involved all the students and was a highly successful venture and learning program. This led to a partnership with Filmpond to publish the final film.</p> <p>Funds were targetted to support students and families in a broad range of learning opportunities such as school camp, excursions and swim programs.</p> <p>The school actively seeks to provide opportunities for all students on an equitable basis.</p>
Support for beginning teachers		Not applicable for this year.
Targeted student support for refugees and new arrivals		Not applicable for this year.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	17	20	20	18
Girls	9	15	18	20

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	91.6	93.5	95.3
1	100	96.7	93.5	94.2
2	96.2	91.7	92.3	92
3	97.8	97.2	94.8	91.7
4	97.8	97.8	94.5	93.6
5	93.4	98.4	96.8	91.3
6	97.1	94.3	93.4	90.3
All Years	96.2	94.9	93.8	92.7
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

Through our school's newsletter, P&C meetings and parent/teacher meetings, we ensure parents understand the legal requirements of school attendance and that attendance is essential in order to maximise student learning.

Regular communication with parents on an informal basis also ensure late arrivals and attendance matters are covered.

Staff mark the rolls and track attendance through EBS Central.

Class sizes

Class	Total
K TO 2	21
3 TO 6	17

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

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce.

There are currently no permanent Aboriginal employees in the workforce. During 2018, the school was fortunate to have the services of Mrs Palmer, as a casual teacher.

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

At Michelago Public School, staff have undertaken a range of professional learning activities during 2018. Staff are actively engaged in professional learning as means to improving practice and learning outcomes.

Professional development activities, both online and face to face workshops, have included:

Mandatory Child Protection updates

First Aid Anaphylaxis CPR training

Code of Conduct

Learning Progressions with a focus on writing

Curriculum – The new Science & Technology Syllabus

Quality Teaching

Robotics

All teaching staff completed Personal Development Plans, identifying goals for the year and the evidence, matched to the Australian professional Standards for Teachers. Collegial discussion and reflection generated 'where to next' for 2019.

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	83,176
Revenue	562,288
Appropriation	531,822
Sale of Goods and Services	0
Grants and Contributions	29,299
Gain and Loss	0
Other Revenue	0
Investment Income	1,167
Expenses	-554,073
Recurrent Expenses	-554,073
Employee Related	-493,146
Operating Expenses	-60,926
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	8,215
Balance Carried Forward	91,392

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

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	447,427
Base Per Capita	7,348
Base Location	1,874
Other Base	438,205
Equity Total	22,310
Equity Aboriginal	2,675
Equity Socio economic	6,611
Equity Language	0
Equity Disability	13,024
Targeted Total	40,494
Other Total	6,878
Grand Total	517,109

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.

Due to small numbers participating in NAPLAN 2018, data will not be published.

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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.

Due to small numbers at the school participating in NAPLAN, data will not be published.

Parent/caregiver, student, teacher satisfaction

Each year, the school actively consults with all stakeholders to identify areas of satisfaction as well as areas for improvement. Regular discussions are held with parents on a formal and informal level to address matters of concern and to receive feedback about the school's programs and practices.

Feedback from parents reflected the following:

- There was overwhelming support from all community groups in relation to the planning and organisation of the Sesquicentennial. This was viewed as an amazing achievement for the school community.
- Parents were happy with the use of technology furthering learning opportunities for students and were thrilled with the student produced School Documentary.
- New families believed the school had a warm, friendly and welcoming environment. Students were observed greeting new enrollees and supporting them in the playground.
- Parents acknowledged effective communication processes between the school and home. Parents felt they could address matters of concern with staff and that issues were addressed promptly, and
- Parents acknowledged the dedication of the staff to ensure student well being was a priority. It was noted there had been no major behaviour incidents arising during the year.

Student feedback from 'Tell Them From Me' reflected:

- School staff emphasize academic skills and have high expectations for all students to succeed.
 - Students believe overall, that positive behaviour is demonstrated at school
 - There is a high participation in sport activities and events
 - Students believed there were strong, positive relationships between staff and students.
 - Quality instruction is offered by the staff and
 - There is a positive sense of belonging.
- ### **Staff acknowledged:**
- The Sesquicentennial had been a huge success.
 - Learning support processes were supportive of students however access to counselors had been limited and needed to be addressed in 2019.
 - All staff believed a broad range of professional development had been provided.

- Internal and external data reflected growth in student learning outcomes in both literacy and numeracy. The Literacy consultant acknowledged positive growth in imaginative writing skills across the grades.
- Staff believe student leaders need to be encouraged to step up in relation to roles and responsibilities.

Policy requirements

Aboriginal education

Effective implementation of the Aboriginal education and Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas. Aboriginal students are supported by strong partnerships between school and families to increase student engagement. Although we do not have a significant number of Aboriginal students, we ensure our students are supported with Individual Learning Plans and that all students gain a respectful understanding of Aboriginal culture. This was highlighted by the Sesquicentennial, Aboriginal Dance performance of students. The dance was introduced to the students by a local Aboriginal family and taught by teacher and parent, Mrs Palmer.

'Acknowledgment To Country' recognises the traditional owners of our local area at every occasion and the Aboriginal Flag is on display, every day at the front of the school.

NAIDOC was celebrated at the school with Mrs Palmer teaching across the grades and providing an insight into Aboriginal art, design and significance.

Aboriginal perspectives are embedded across the curriculum. Our school fosters understanding, awareness and respect for Aboriginal people through our teaching and learning programs. Students are taught to be tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich and vast, indigenous culture.



Multicultural and anti-racism education

Michelago Public School implements a culturally inclusive curriculum which reflects the cultural and religious diversity of our diverse society. Our programs and practices foster and promote inclusivity, cultural awareness, diversity and respect for all.

Multi cultural perspectives are incorporated into History and Geography units of learning . Student have a growing appreciation of the similarities and differences between cultures.

Anti-bullying strategies are reinforced and online cyber bullying programs were completed by the senior students. Students are strongly encouraged to 'stand up' for one another. Senior leaders are learning to mediate in the playground when minor issues arise.

Michelago Public School has a trained ARCO(Anti-Racist Contact Officer) and is committed to supporting the school's values and expectations:

Be Respectful, Be Safe, Be responsible.