

Maclean Public School

Annual Report



2018



3946

Introduction

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

I am seeking feedback on the readership of this report. Once you have read it, please email me at sandra.armstrong@det.nsw.edu.au with ASR READ as the subject line. There is no obligation to include comments but they are most welcome should you wish to provide feedback.

Sandra Armstrong

Principal

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School background

School vision statement

To be a school with children at the centre of all decision making. To be an engaging and challenging place of learning where teaching practice is of the highest calibre. A school where every child is known, valued and cared for and given a strong foundation in literacy and numeracy. A place where all students are equipped with the skills to embrace creativity, critical thinking, communication and collaboration. A place of capable, adaptive and confident citizens in the making.

We will aspire to the "7 Principles of Learning" (Dumont et al, 2010)

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

School context

Maclean Public School is in a rural area and has an enrolment of 165 students of whom 25% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 126 and an ICSEA (Index of Community Socio Educational Advantage) of 922.

The school delivers quality educational programs with many opportunities for students to apply their learning to real life situations. Maclean Public School staff is committed to excellence in teaching, leading and learning.

High expectations are promoted across all areas of the curriculum and an emphasis is placed on differentiating learning opportunities to meet the needs of all students.

Student participation and performance in the creative and performing arts is particularly strong. Student performances at local Eisteddfods are outstanding and the school produces a musical and a short film every year.

Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed. The school has established strong links with high schools and preschools ensuring a stress free beginning to school in year 7 and in Kindergarten.

The school continues to be a leader in its Community of Schools in STEM and future focused learning ensuring our students are masters of change and leaders in learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school was excelling in ten elements of the SEF, almost excelling in two elements and sustaining and growing in the remaining two elements.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Teaching

Purpose

Highly effective teachers are committed to implementing the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Our purpose is to develop a whole school community that is actively engaged in meaningful, challenging learning experiences to develop, literate and numerate lifelong learners. We will incorporate the principles of 'Visible Teaching and Learning' to guide & direct this.

Overall summary of progress

Teachers continue to participate in a Professional Learning Community focussed on research by John Hattie, Jo Boaler and strategies used by Douglas Fisher and Nancy Frey. The Assistant principal primary has become our Impact Coach and is driving professional learning in Visible Learning and maths Mindsets. They are using visible learning pedagogy to improve teaching and learning with a particular focus on learning intentions, success criteria and feedback in all classes. All teachers use student data to program learning activities and students track their own progress via data walls in the classroom. Data is regularly entered and analysed to inform teaching and learning (K–6). Teacher capacity has been enhanced through deeper understanding of high impact teaching strategies informed by the research of John Hattie. The Instructional Leader (IL) took unexpected and extensive leave during semester two. This meant a disruption to the coaching/mentoring program in K–2 staff but did enable the opportunity for consolidation of and reflection on, practice. A Relieving IL was appointed during term 4 and the Early Action for Success resumed with enthusiastic responses from K–2 teachers and support staff. Teachers and students were surveyed on their Maths Mindset and teaching strategies created by Professor Jo Boaler including the "7 Positive Norms in Maths" were successfully implemented. This has resulted in increased student engagement in maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students can articulate a response to 'Visible Learning' questions identifying the learning goal, purpose and success criteria.	NIL	Achieved in years 3–6.
90% of students achieve learning goals and demonstrate progress on literacy and numeracy continuum.	Teacher RFF QTSS	90% achieved learning goals and progress along learning progressions in years 3–6.
EAF's data is consistent with state average.	EAFS Instructional Leader position 0.6 DP	Achieved.
All teaching programs show use of evidence informed pedagogy.	EAFS Instructional Leader. 0.6 DP Assistant Principal Primary RFF \$1000	5 of 7 teaching programs include evidence informed pedagogy.
Maths survey data shows increased student engagement in maths activities K–6.	Assistant Principal Primary RFF \$1000 Year 4 CRT RFF \$1000	Achieved
SENA testing shows an improvement in number sense.	EAFS Instructional Leader 0.6 DP Assistant Principal Infants	Achieved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SENA testing shows an improvement in number sense.	RFF \$1000	Achieved
Staff and students can articulate and demonstrate Jo Boaler's 7 maths norms.	Conference attendance \$2000	Achieved with staff. Achieved with 50% of students years 3–5

Next Steps

The IL will continue to monitor the impact of practice and interventions on student literacy and numeracy. IL will support teachers in the use of the National Literacy and Numeracy Progression and identify teacher professional learning needs.

The Impact Coach will coach the Assistant Principal Infants in Visible Learning and maths Mindsets.

Those teachers who have not attended a Visible Learning Conference will do so by the end of 2019.

From our external validation, it was noted that to enhance the student reporting process, all written reports should include 'next steps'. These will be included in 2019 reports.



Strategic Direction 2

Leading Learning

Purpose

"The staffroom needs to be a professional community of scholars working together to maximise each other's success."
Professor John Hattie

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The school leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Our purpose is to ensure there are explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations resulting in whole school improvement.

Overall summary of progress

"The staffroom needs to be a professional community of scholars working together to maximise each other's success."
Professor John Hattie . We are proud that we have now achieved this maxim at Maclean Public School.

Our professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The school leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning.

We have explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations that has resulted in whole school improvement. This was evidenced in the results of our external validation where the school was validated as excelling in most elements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leaders identified and roles and responsibilities assigned (Impact Coach, Maths Instructional Leader, Student Wellbeing Team Leader, Early Action for Success Instructional Leader)	VL Impact Coach \$20000 Equity PBL Internal Coach \$20000 Equity	Team Leaders appointed and fully functional: Impact VL Coach, Student Wellbeing, EAfS & PBL.
School wide system in place to support regular teacher mentoring, coaching and collaboration.	Teacher RFF 0.1 \$10000 Equity	Achieved. Teachers now regularly mentored and mentoring. Classrooms are open, resources and ideas shared and teachers regularly collaborate.
100% of teaching staff take part in 3 classroom observations and 4 Learning Walks receiving a variety of written and verbal feedback.	Teacher RFF 0.1 \$10000 QTSS	Not achieved due to interruptions caused by the completion of the External Validation process. 90% of teachers took between 1 and 4 Learning Walks. Teachers completed 2 lesson observations in line with PDF requirements.
Professional Learning Community that delivers 50% of staff professional learning needs required to achieve School Plan Improvement Measures in Strategic Directions 1 and 3, established.	Teacher RFF to prepare for PL delivery.	More than achieved with 70% of staff delivering PL to colleagues and one teacher delivering PL to principals and HT from 8 different schools.

Next Steps

From our external validation, the need was noted to implement a system by which staff professional learning could be regularly evaluated for its impact on teaching and learning. This will be developed in 2019 based on the Centre for Educational Statistics and Evaluation (CESE) research and recommendations.



Strategic Direction 3

Future-Focused Learning

Purpose

Students who are future focused in their learning have the skills and capabilities to thrive and succeed in a rapidly changing and interconnected world. Students have the capacity to contribute to their school and community, and confidence to shape their own futures.

Our purpose is to connect students and engage their sense of curiosity by systematically planning and delivering learning opportunities and environments that ensure student engagement in creative and critical thinking through collaborative practice.

School wide approaches to physical health and fitness, social skills and friendship, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

Overall summary of progress

Student survey data shows increased engagement in classroom activities due to flexible learning environments. Stage 3 classrooms have been refurbished allowing students to work collaboratively and to present work to peers. Future focussed pedagogies are evident in stage 2 and stage 3 classrooms and teaching programs. Students demonstrate fluency creativity, innovation, communication and collaboration. Stage 2 and stage 3 classrooms access the Maker Space for STEM activities. and teachers participated in a STEM Challenge at the end of the year Staff Development Day.

Drought and the Garden Coordinator taking unexpected leave, impacted on the productivity of the vegetable garden. A compost system was introduced successfully.

The Kitchen Program was very successful with all stage 2 students participating. Teachers noted an increase in fruit and vegetable consumption amongst participants and an absence of negative behaviours indicating high levels of student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student survey data shows increased engagement due to flexible learning environments.	Flexible classroom furniture and laptops purchased for year 5 room. \$20000	Achieved. High levels of engagement in students working in flexible spaces.
Future focussed pedagogies evident in teaching programs.	Conference and other PL attendance. \$10000	Evident in 5 of 7 CRT programs
Students demonstrate fluency in creativity, Innovation, critical thinking, problem solving, communication and collaboration.	NIL	Evident in Stage 2 and 3
Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences.	MakerSpace resources \$10000	Achieved Stage 3
Students will plant, maintain and harvest a range of vegetables, fruit, herbs and flowers in the school Food Garden. A compost system will be established to recycle lunchbox waste.	\$2000	Limited progress due to coordinating teacher taking leave and drought. Students did plant out two beds and fruit trees. Compost system functioning.
Plantings in the Food Garden and other fresh produce will be used by students, staff and community	\$200	Limited progress due to coordinating teacher taking leave and drought. Some produce used in Cooking Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
to prepare healthy and nutritious meals for classes and the Kitchen Program.		Limited progress due to coordinating teacher taking leave and drought. Some produce used in Cooking Program.

Next Steps

During 2019, stage 2 classrooms will be refurbished to enable flexible learning environments for teachers and students. Teachers will continue to participate in "Learning Walks" through each others classrooms noting teaching impact of future focused pedagogy.

STEM Kits will be created for K–2 classes to use in the classroom. The DoE STEM Share Kit will be accessed for Term 1 and professional learning provided by the STEM Share Team at Maclean PS.

A Service Learning Program in our school garden will be provided to students on Detention to augment our suite of wellbeing programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>RFF to enable staff to attend AECG meetings at local and regional levels.</p> <p>Aboriginal background loading \$1000.00</p> <p>AEO \$65000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 000.00) 	<p>Strong relationship with Yaegl Community. LCAECG went into recess in 2018 but our school continued to meet with Nungera Coop CEO, Yaegl Land Council and Yaegl Elders.</p> <p>Improved student outcomes for Aboriginal students working with AEO.</p> <p>Check In Check Out program running. Students improved punctuality and readiness for lessons.</p> <p>Sentral data shows increased attendance and a decrease in negative incidents for target group.</p>
Low level adjustment for disability	<p>K SLSO \$30000</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	<p>Students in K supported in L3 and achieving improved literacy outcomes.</p>
Quality Teaching, Successful Students (QTSS)	<p>RFF to allow CRT to collaborate</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 000.00) 	<p>Increased collective teacher efficacy.</p>
Socio-economic background	<p>Music Teacher 0.4 \$40000</p> <p>VL Impact Coach 0.2 \$20000</p> <p>PBL Internal Coach 0.2 \$20000</p> <p>SLSOs in Stage 1 \$50000</p>	<p>All students learning to read music and play a musical instrument.</p> <p>CRT supported in VL teaching pedagogy.</p> <p>PBL effective in the significant reduction in suspensions (27 in 2017 and 4 in 2018) and increase in the recording of positive incidents in Sentral.</p> <p>Stage 1 students supported in L3 show improved literacy outcomes.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	86	87	84	80
Girls	97	90	80	73

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.5	88.9	94.8	93
1	95.6	93.2	91.4	92.9
2	97.4	89.9	91.8	91.6
3	96.5	91.3	90.7	92.5
4	96.9	93.6	93.6	91.7
5	97.6	94.6	94.8	90
6	98.6	94.3	90.6	92
All Years	97.2	92.4	92.6	92
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

To support student attendance we implement the Department of Education Student Attendance in Government Schools Procedures Policy. Students with attendance below 85% are referred to our Learning Support Team. Parents are notified, attendance is monitored by the school and by the Home School Liaison Officer should concerns continue. Information regarding the importance of regular attendance is sent to families via the school newsletter and the SkoolBag App.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.01

*Full Time Equivalent

We have one Aboriginal Teacher and one Aboriginal Education Officer in our team.

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	10

Professional learning and teacher accreditation

All teachers are accredited at Proficient and one is seeking accreditation at Lead.

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	145,768
Revenue	2,247,151
Appropriation	2,127,853
Sale of Goods and Services	8,008
Grants and Contributions	109,926
Gain and Loss	0
Other Revenue	0
Investment Income	1,364
Expenses	-2,235,371
Recurrent Expenses	-2,235,371
Employee Related	-1,933,578
Operating Expenses	-301,793
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	11,780
Balance Carried Forward	157,548

Maclean Public School's financial management processes and governance structures meet the Department of Education's financial policy requirements

The school is saving for two major capital works – shade shelters over two sets of fixed playground equipment and an extension of a an existing Covered Outdoor Learning Area (COLA).

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	1,364,676
Base Per Capita	31,713
Base Location	3,555
Other Base	1,329,409
Equity Total	325,776
Equity Aboriginal	75,242
Equity Socio economic	122,824
Equity Language	0
Equity Disability	127,710
Targeted Total	112,346
Other Total	158,995
Grand Total	1,961,793

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.

Over 95% of students were at or above national minimum standards which was above similar school group performance.

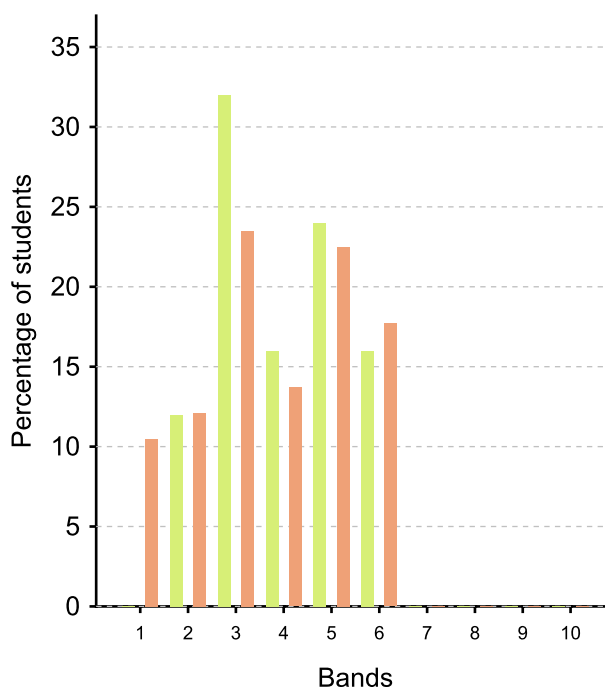
Value adding from Kindergarten to year 3 was at the sustaining and growing level and from year 3 to 5 was at the delivering level.

In averaged scaled growth Grammar and Punctuation and Writing, Maclean students performed above state and similar school groups.

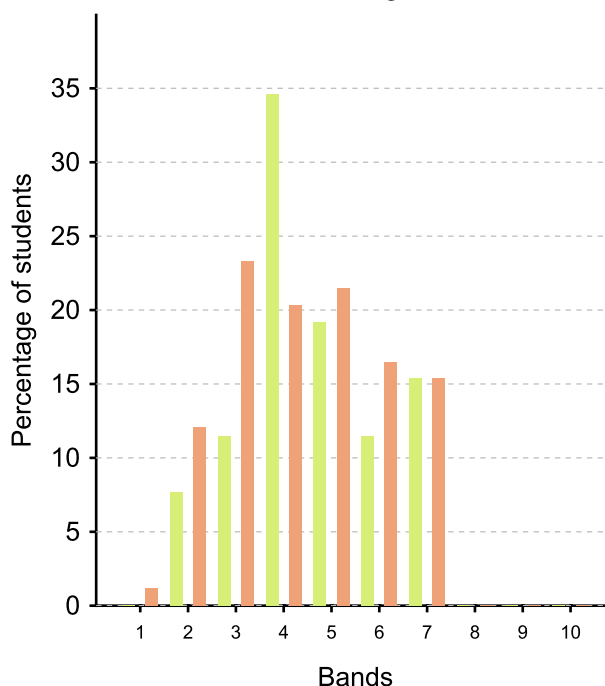
In average scores, year 3 students outperformed state and similar school group scores in writing, Grammar and Punctuation, Reading and Spelling (all areas).

In average scores, year 5 students outperformed state and similar school groups in writing. An upward trend was noted in Grammar and Punctuation and spelling.

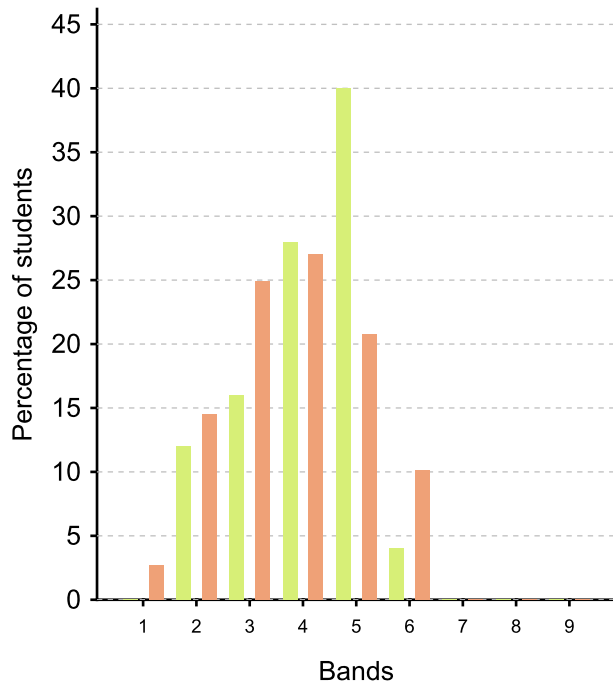
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Reading

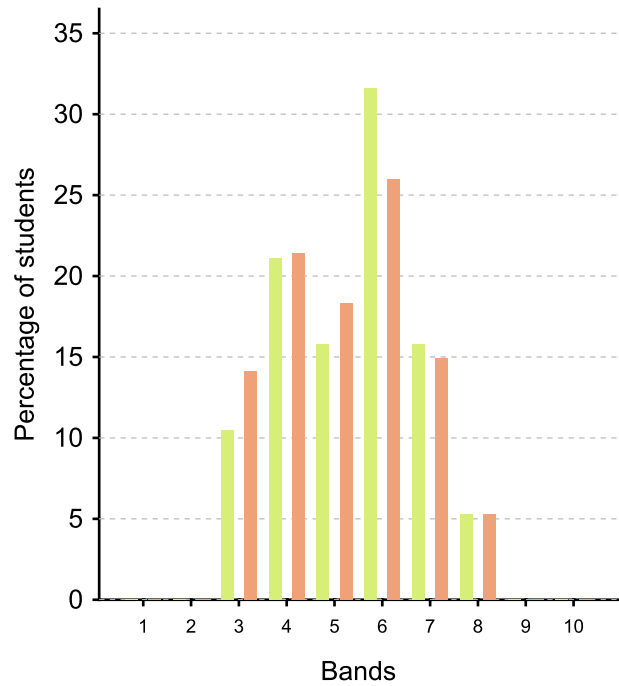


Percentage in bands:
Year 3 Spelling



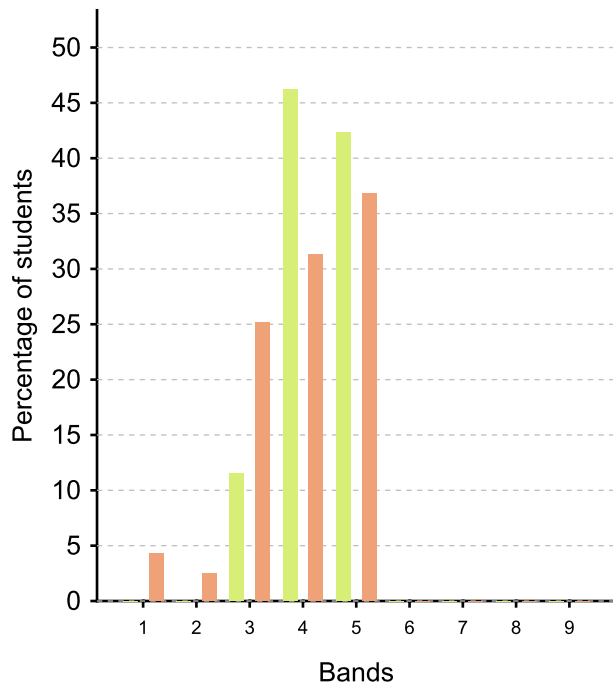
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



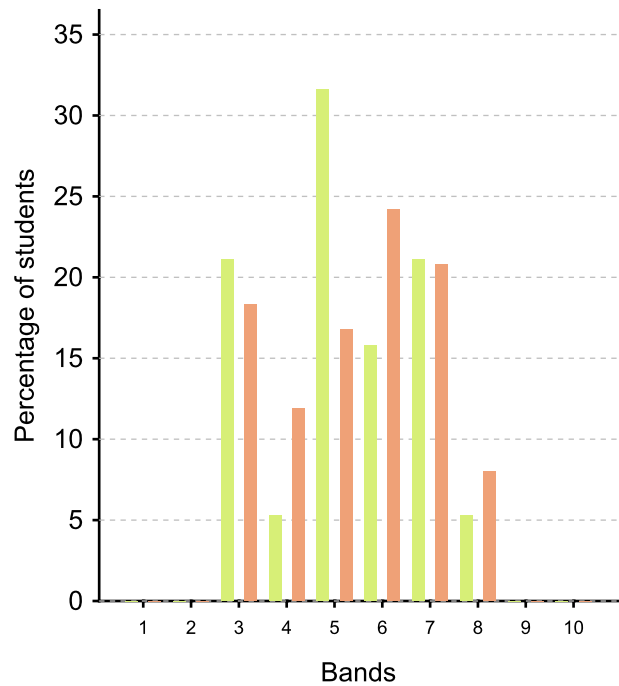
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



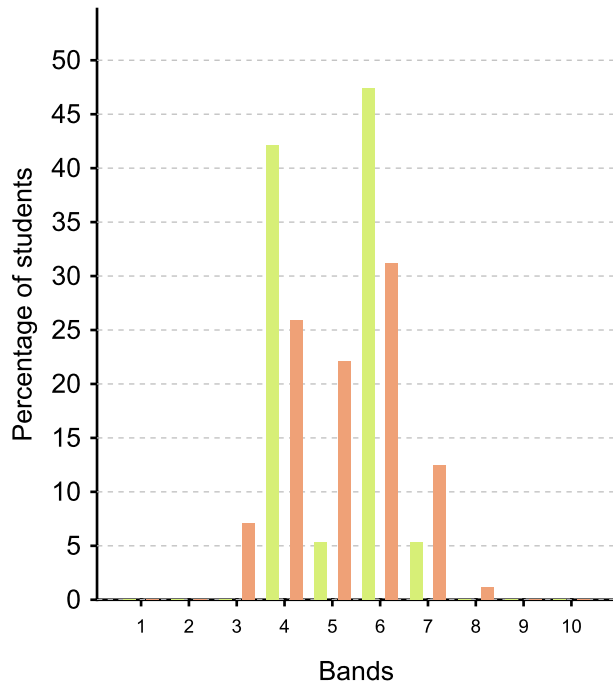
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



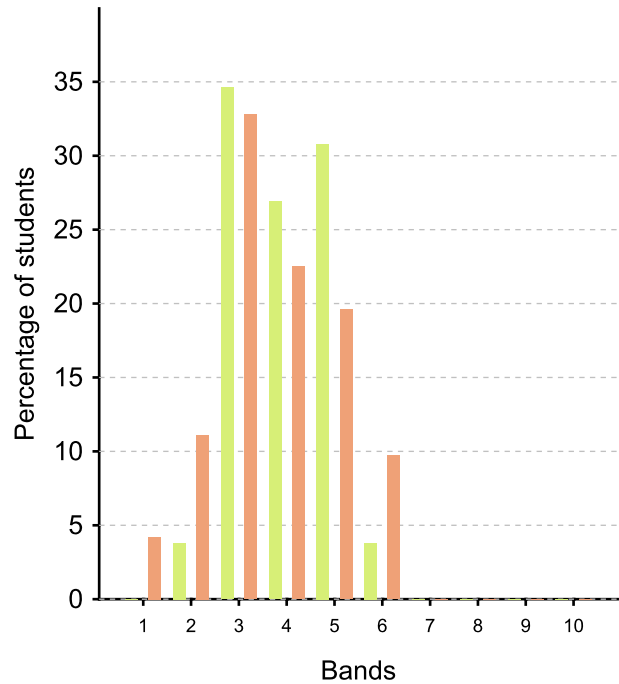
Percentage in Bands
School Average 2016-2018

In averaged scaled growth Numeracy, Maclean students performed above state and similar school groups.

In average scores, year 3 students outperformed state and similar school group scores in Numeracy.

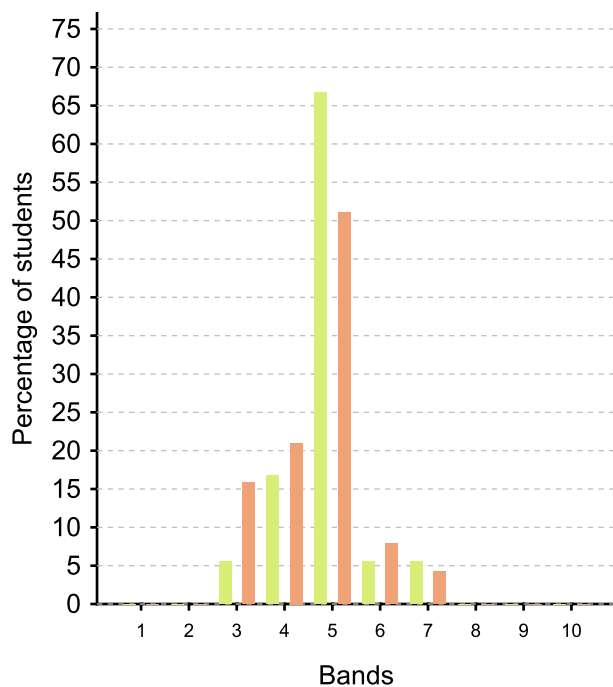
In average scores, year 5 students showed an upward trend in Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing

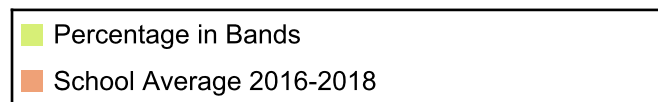
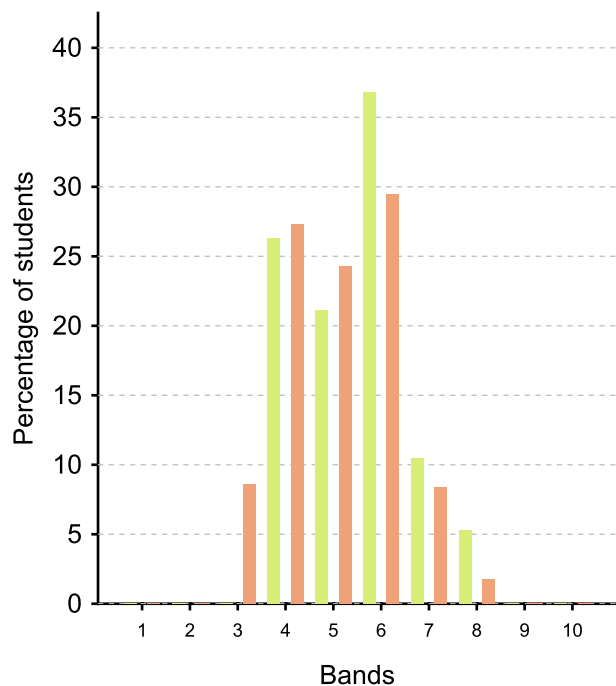


Percentage in Bands
School Average 2016-2018

Over 95% of students were at or above national minimum standards which was above similar school group performance.

Value adding from Kindergarten to year 3 was at the sustaining and growing level and from year 3 to 5 was at the delivering level.

Percentage in bands:
Year 5 Numeracy



Almost 33% of students were in the top two bands which exceeded the Premier's target and was also above similar school group performance.

The percentage of Aboriginal students in the top two bands was up from 3.45% in 2016 to 26.09% in 2018.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community about the school. We asked our community three questions:

1. What do we do well at Maclean Public School?
2. What could we do better?
3. Any other comments?

There were 42 respondents which is 35% of our parent body.

Popular programs with families were the Garden Cooking Program, STEM program, sporting programs, music, technology and Seasons for Growth.

School home communication was another positive with the Skoolbag App sighted as an excellent tool for families to keep informed of school activities.

The reception and assistance provided by our administrative staff was greatly valued as was the work of our teachers in their provision of high quality teaching and learning programs. Student leadership programs were acknowledged as exceptional as was

the school excursion program.

Areas for development included a learn to swim program for kindergarten students and the canteen to be opened more often.

Policy requirements

Aboriginal education

The MPS Aboriginal Education Team had another productive year meeting on a regular basis to plan and evaluate programs for our Aboriginal students and expanding it's team members to four staff members.

In 2018 the LCAECG folded. To keep communication lines open between the school and the Aboriginal community we regularly met with the Nungera Youth Community Programs CEO to discuss school and community programs and initiatives.

Students participated in Girls' and Boys' camps run by Yaegl community members and Elders and feedback from all involved was extremely positive,

Unfortunately, the Yaygirr Language program went into recess due to the funding being expended and no new funding available. Yaygirr signage was installed throughout the school and the Ambaali Ngaarri Drumming Program continued until the middle of the year. The Check-In Check Out program ensured all Aboriginal students accessed hats and school learning Printed

Multicultural and anti-racism education

Most students at Maclean Public School come from English speaking backgrounds though we do have two children with Thai, one with Chinese and one with Russian backgrounds. This emphasizes the need to raise student awareness of a national and global society that is significantly different from that of Maclean. We celebrate the diversity of cultures in many ways including activities as part of the History Syllabus and multicultural events. The Cooking Program promotes the preparing and eating of foods from other cultures and the school Canteen regularly serves multicultural foods. On Harmony Day, children dressed in costumes from around the world and celebrated diversity through language, food, music and dance. Classroom learning programs are also provided to develop the knowledge, skills and attitudes required for a culturally diverse and tolerant society.