

Macdonald Valley Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Macdonald Valley 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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Message from the principal

2019 has been a year full of great achievements, enjoyable events and happy memories. However, it has also been challenging to look beyond our current circumstances with bush fires surrounding our valley and in the midst of such uncertainty. We feel that our greatest focus at this point should be in extending our gratitude to all of those members of our community who have been working so hard to keep us safe. We are part of a very special network of people who continue to go above and beyond to lend a hand and offer their time. We all offer a heartfelt 'thank you'!

So, through the distractions of this very busy time, we have enjoyed looking back over the year and reflecting on all of the positive things we have experienced together.

Our connections with our small school learning community MMWaC have grown ever stronger this year and we have even expanded to become MMVWaC – which includes Vineyard PS too. This allowed us to enjoy special events throughout the year like our Academic Challenge – in which we shined again this year. We participated in joint NAIDOC and Harmony Day events, as well as the Great Aussie Bush Camp with our stage 3 students. Unfortunately our CAPA night at Windsor HS was cancelled again this year (last year due to severe wet weather, this year due to bushfire!) It's such a shame that the children missed out on the chance to perform on the stage with a big crowd, and we will certainly have our fingers crossed for next year.

We have had some new staff join us this year, either in a permanent capacity or to fill short-term vacancies. We welcome Nicole Stafford to our team and thank her for the commitment she has already made to Macdonald Valley PS. She has introduced some wonderful new initiatives and was a vital support to us all through all of the organisation and communication that had to happen with our school closures. We would also like to express our gratitude to Shannon Toomey for the work she did over the years in her role as SAM – it was always very evident how passionate you are about Macdonald Valley PS and we hope you are enjoying your new position.

Our relationship with Peppercorn Services has always been a strong one, but this year their support of our little school has resulted in the development of a fortnightly playgroup utilising the school house. Unfortunately, our school closures have impacted on our ability to run all of the planned sessions for this term, but we do hope to build a lasting connection with our community through the support of Peppercorn.

Our success in receiving Sporting Schools grants this year has provided us with opportunities to access experts in hockey, athletics, tennis, and gymnastics. The children gained a lot in the way of skill development specific to such a great range of sports and thoroughly enjoyed the variety they were offered through this wonderful grant. It was also fantastic to finish our year with swimming lessons at the retreat and we are very grateful for the use of their pool. In light of our recent situation we have postponed our swimming carnival until early next year, in the hope that we will not have to deal with heavy smoke, or last minute cancellations for our big event.

Our sporting prowess was evident with the success of our relay team who once again this year made it to State level for the Norm and Elizabeth Austen relay. It is such a thrill to get to such a high level and participate at such a grand scale. We are very proud of our team and their success.

This year we have made the enhancement of technology one of our key focus area. The feedback we received from our students indicated that this was a significant area where they felt that they wanted more access to technology and opportunities to learn through the medium of a variety of devices. This led to the investment of 10 new ipads, as well as a class set of laptops. We have been able to explore other exciting new options such as the loan of a 3D printer through a technology library. What a wonderful resource this is and I was so impressed with the way the children were able to adapt to this new, and quite complex software to produce some incredible products.

Our students achieved outstanding results in NAPLAN again this year, and in fact in some cases, could not have done any better than the very top of the scale. This is a wonderful reflection of the benefits of a small school and the individualised support we can offer our students. I must say that it is also incredibly satisfying as an educator to have the time to focus on each of our students and their unique needs.

It has been a wonderful year with a lot to celebrate and a lot to be grateful for.

Thank you to our staff, parents, and school community for your support during 2019 and a very special thanks to our hardworking, kind and fun-loving students.



School background

School vision statement

At Macdonald Valley Public School we believe:

Our unique setting provides us with opportunities to effectively address the individual differences in all of our students. Our K–6 classroom is a dynamic learning environment where a student's age does not dictate the learning opportunities they are offered. Teaching and learning at Macdonald Valley PS is responsive to the changing needs of our individual students and we take pride in the professional and creative way we work together as a unified staff to assess, plan and program for our students.

School context

Macdonald Valley Public School is a remotely located TP1 Primary school located in the heart of Macdonald Valley. Our school was established in 1845 and is one of the oldest schools in New South Wales. The Hawkesbury River separates our school from other schools in our network. Visitors need to cross the beautiful Hawkesbury River on a ferry to get here.

The school currently has 17 students enrolled across grades K–6 with 7 boys, 10 girls and 5 Aboriginal students.

The school prides itself on striving to provide a personalised learning experience for all of our students. Learning activities are customised to the unique and individual talents of each of our students.

Macdonald Valley PS is fortunate enough to have strong ties with its community and high involvement in our P&C. The P&C runs many fundraising activities throughout the year with our most successful being the 'Easter Markets' on Easter Sunday.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Personalised Learning

Purpose

Personalised Learning is the result of teachers who are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with highest priority given to evidence-based teaching strategies. Success is evident when the school culture is focused on learning, the building of educational aspiration and ongoing performance improvement is visible to the school community.

Improvement Measures

Students knowing and understanding their learning intentions and success criteria and can articulate their learning in relation to themselves.

Student achievement of more than one year of growth for one years worth of learning as evident in school based tracking systems.

Progress towards achieving improvement measures

Process 1: Draw on Visible Learning research and pedagogical practice to further refine the learning culture within the school.

Evaluation	Funds Expended (Resources)
<p>Improvement in writing results has been evident through the analysis of NAPLAN data, as well as school based formative and summative assessments. Verbal and written feedback to students, from students and between students has become more sophisticated and reflects deeper understandings of the success criteria for each task. Growth along the Learning Progressions is evident for all students. Forward planning for 2020 will involve applying our strategies for success in Numeracy.</p> <p>Our improvement measures are addressed through the use of learning intentions and success criteria as part of daily teaching practice and has been refined and modified to suit student learning outcomes.</p> <p>Tracking on the progressions also demonstrates the steady student achievement and expected growth.</p>	<p>Attendance at Corwin Training</p> <p>Principal participation in leadership develop Initiative conferences.</p> <p>Casual teachers x 2 days</p>

Process 2: Staff implement and evaluate forms of assessment and how data can be used to inform individualised teaching and learning programs to provide effective feedback to students and engage parents in the education partnership.

Evaluation	Funds Expended (Resources)
<p>Verbal and written feedback to students, from students and between students has become more sophisticated and reflects deeper understandings of the success criteria for each task. Improvement in writing results has been evident through the analysis of NAPLAN data, as well as school based formative and summative assessments. Growth along the Learning Progressions is evident for all students.</p>	

Process 3: Implement high quality, evidence-based programs in literacy and numeracy to drive student improvement through individualised instruction – EaFS, MultiLit.

Evaluation	Funds Expended (Resources)
<p>The consideration of what constitutes best practice in the classroom resulted in rich professional dialogue between staff which led to adjustments to current timetabling and classroom organisation to ensure that all seven</p>	

Progress towards achieving improvement measures

elements were reflected in daily learning experiences. Triangulated data indicated that there was improvement in student engagement and on task behaviours, improvement in work samples and the data collected by teachers and students, and feedback from staff and students indicated improved satisfaction in classroom experiences.

Strategic Direction 2

Quality Collaborative Teaching

Purpose

Quality Collaborative Teaching is evident through building a professionally engaged workforce that is driven by current evidence based practices. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Improvement Measures

•All staff implement John Hattie's evidence based research into their teaching and learning practice.

* delivered and implemented

All students will have individual learning goals

* monitoring and evaluating progress for all students

Progress towards achieving improvement measures

Process 1: Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K–6.

MMWaC (small schools) learning community undertake professional learning based on research by John Hattie (Visible Learning).

Evaluation	Funds Expended (Resources)
<p>Through our feedback focus, success criteria and learning intentions were embedded into all components of literacy programs. Students were engaged with these learning intentions through the regular use of rubrics to give and receive meaningful feedback on their writing samples. Students understood what was required of a quality piece of writing and were able to articulate to teachers and peers where they were positioned on the rubric. This led to the creation of specific learning goals to ensure ongoing improvement.</p> <p>our improvement measures of implementing the evidence based practices of visible learning, as well as personalised learning goals for all students, have been clearly addressed to ensure positive growth for all students.</p>	<p>Casual teachers x 2 per term.</p> <p>Corwin Training.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$2,454– funded additional casual teaching days to support staff planning days.	QTSS funding provided the school with additional release time for teachers to work collaboratively to plan, evaluate and reflect on teaching practices and learning programs. Examination of student work samples and assessment data was used to evaluate the effectiveness of current practices and to devise the next steps in learning.
Socio–economic background	\$10,672	Extra teacher time in the classroom resulted in dynamic and responsive team teaching with the Teaching Principal to ensure that all students in our multi–stage class had access to intensive learning support. This allowed for small group or individualised learning to best enhance our student's abilities.
Aboriginal background loading	\$3,932– Aboriginal Background funding	The Aboriginal background loading has encouraged positive engagement in school for our students. Attendance rates are high at over 94% and all students are receiving targeted support and are working at or above their stage expectations in Literacy and Numeracy.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	2	6	7	7
Girls	7	6	8	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.8	95.1	94.2	96.7
1	96.4	92.8	85.1	93.8
2	94.6	93.9	97.8	92.7
3	97.8	97.8	93.7	89.5
4	93	96.8	98.9	92.9
5		97.3	96.6	91.6
6	90.3		90.9	90.8
All Years	94.9	95.3	93.2	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5		93.8	93.2	92.8
6	93.4		92.5	92.1
All Years	94	94	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	86,818
Revenue	459,262
Appropriation	445,035
Grants and contributions	13,861
Investment income	366
Expenses	-473,864
Employee related	-411,383
Operating expenses	-62,481
Surplus / deficit for the year	-14,602

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	35,765
Equity Total	28,159
Equity - Aboriginal	3,932
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	13,555
Base Total	296,240
Base - Per Capita	3,520
Base - Location	3,878
Base - Other	288,843
Other Total	61,889
Grand Total	422,053

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Internal surveys have been used to assess the satisfaction levels of our parents, students and staff. Our very small student numbers also ensures that communication between school and our community is regular and allows for frequent feedback about the needs and interests of our students. One of the key areas for improvement in 2019, as identified through surveys and feedback, was technology. Our satellite internet was often unreliable which made it difficult for staff and students to access resources for learning and even essential tasks. In the past year we have been dedicated to improving our connectivity by engaging tech support to consider creative options for enhancing our internet speed and reliability. This has been successful and we can now allow all of our students to utilise devices at the same time. With P&C support, we also purchased ten new ipads and five new laptops for student use. Follow-up surveys indicated improved student satisfaction in the area of technology.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.