

Mandurama Public School

2019 Annual Report



2460

Introduction

The Annual Report for 2019 is provided to the community of Mandurama 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

Our school's vision is to provide a high expectations, quality learning environment with a focus on inclusivity, so that in strong partnerships with parents, we ensure that every child is a successful learner and citizen. Through reading this report, I hope that you too will enjoy our many successes and improvements towards achieving our vision.

2019 has been a very busy and successful year for Mandurama Public School as we continue to aim high to ensure that every student connects, learns, succeeds and grows at our school. As a school community we have all demonstrated a commitment to every child's success and wellbeing at our school. High quality staff professional learning together with improved school resourcing to improve personalised learning experiences has been a feature of 2019.

We may be a small school, but we make it "big" by continuing to provide a wide range of learning experiences through linkages with the Heritage Schools' Network, Orange Local Aboriginal Lands Council, Mandurama–Carcoar CWA and many other local community services. We also enjoy links with ACARA (Australian Curriculum, Reporting and Assessment) and as one of the selected schools in the "Digital Technologies in Focus" project. This partnership has resulted significant improvements in technology understanding for both our children and our staff. We are very grateful to all of the organisations and local community members who continue to support our school, and we look forward to these partnerships for years to come.

As mentioned previously, our school is totally committed and successful in personalising the learning of every child. We have worked hard to ensure more detailed planning and teaching in our classroom. We know our children and how they best learn, and how to improve their learning within a high expectations, quality learning environment. The children are developing the skills and knowledge to be resilient, lifelong learners and have worked hard for their successes. Our children continue to inspire us as educators with their positive attitudes to learning and willingness to try new activities. In this truly unique school environment, I am pleased to report that as a result, every child has achieved improvements in their learning, some above expected levels of growth, and that as a result of our school structures and culture, every student enjoys coming to school.

Mandurama Public School has been part of the local community for well over 130 years. We embrace and respect our heritage, but are always looking forward so that our children are prepared for a changing world with new challenges. I am very proud to be part of the Mandurama Public School story in 2019, and look forward to future successes in 2020.

With kind regards,

Karen Brill – Principal (Relieving)

School background

School vision statement

Mandurama Public School provides a high expectations, quality learning environment, with a focus on collaboration and inclusiveness to ensure every student becomes a successful learner and citizen.

School context

Mandurama Public School is a well resourced, small rural school located 30 kilometres from Blayney and 60 kilometres from Orange. It is situated on extensive grounds within a natural bush setting, and is proud of its heritage and excellent resources. The school enjoys strong partnerships with the local community and other school networks to provide broader learning experiences.

The school's experienced professional staff provide engaging, high quality learning opportunities for all students, in conjunction with a highly committed parent body and wider community support.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

Learning

Purpose

To provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Improvement Measures

Every student achieves at least one year's growth for a year's worth of learning in Literacy and Numeracy.

There are improved levels of well being to ensure students are connected, to engage in learning and achieve success at school .

Progress towards achieving improvement measures

Process 1: Develop highly explicit, systematic, high quality literacy and numeracy learning that is evidence based so that students, staff and families are aware of and committed to learning growth.

Evaluation	Funds Expended (Resources)
<p>1. Most students have demonstrated a year's or more growth in Spelling, Reading and Numeracy learning, with identified students being supported through specialised interventions and support.</p> <p>2. An integrated Scope and Sequence that best meet the needs of our students has been developed and adjusted so that, as per the Excellence Framework, "an integrated approach to curriculum planning and delivery is evident". This approach also reflects our student learning needs to enable students to achieve deeper understandings and knowledge at appropriate stage levels.</p> <p>3. Scope and Sequences for English and Mathematics are evident and stored in 365 with shared access with teachers. Outcomes are being tracked and mapped throughout the K–6 content. This is being shared with other schools and consultants for feedback and further development.</p> <p>4. High quality K–6 units in all Key Learning Areas are being developed, with special focus on Mathematics K–6 units of learning to effectively differentiate learning for all students in our K–6 classroom.</p> <p>5. Improvements in collaborative teacher planning, teaching and mentorship to ensure more consistent evidence based practices has ensured all teaching staff have access to successfully plan, teach and assess using the teaching and learning cycle.</p> <p>6. All students' reading, spelling and "Additive Strategies" levels are monitored using formative assessments and PLAN2 software, so that more effective groupings and individual interventions occur as a result.</p> <p>7. As part of a school's self–assessment process, parents were consulted about their level of satisfaction in understanding their child's learning progress. 80% of parents engaged in this assessment, and all reported that they were very satisfied with this. As a result of this, school reporting structures will continue with regular opportunities for communication between families and homes being maintained.</p>	<p>Storage facilities for literature packs, teacher resources, teaching resources</p> <p>Purchase of up to date equipment/teaching resources for all 2019 units.</p> <p>2X Teaching Principal release days</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$1016.38)

Process 2: Implement an integrated approach to student well being in which students can connect, thrive and succeed at each stage of their learning.

Evaluation	Funds Expended (Resources)
<p>1. An explicit positive behaviors' approach underpins wellbeing processes, whereby expectations of behaviour are co–developed with students, staff and parents and explicitly and supportively applied across the school. Student achievement is celebrated through inclusion of learning in Newsletters, the</p>	<p>Teaching Principal X 0.5 day per week WELLBEING</p> <p>IEPs</p>

Progress towards achieving improvement measures

giving of Assembly awards and "good news" calls or informal meetings with parents.

2. Explicit social skills and growth mindset lessons are embedded into the school program, so that consistent language and expectations throughout the school occurs. This is a flexible plan which can be adjusted based on the current needs of students. As a result, serious incidents throughout the year have decreased to almost negligible levels.

3. Interagency Learning Support Teams are established for all students with identified disabilities and learning needs on Integration Funding Support. Parents are a strong member of these teams that have also included *Centre for Effective Reading* staff, our School Counsellors, Assistant Principal for Learning Support, and Wellbeing Unit Staff.

4. Individual Learning Plans were developed with targeted students and their families. School learning programs show evidence of differentiation to accommodate all student needs. All targeted students with goals set through the Individual Education Plans achieved significant growth in 2019.

5. Student achievement in learning is carefully tracked and new learning is based on evidence of previous achievement. As a result, all students are supported in an inclusive learning environment to be challenged and successful. Flexible grouping has resulted in some students learning at levels above expected age levels, while others are supported to achieve success at more accessible levels.

6. Student leadership continues with highlights including attending *Halogen Young Leaders* in Sydney with other Heritage Country Schools' leaders and staff. This has resulted in improved student engagement towards school improvement, especially to improve the school's physical environment. Through collaborative processes and improved student leadership, students were also able to finance these improvements through fundraising.

7. All students were financially supported to attend Heritage Country Schools' excursions, including resourcing to support students with identified learning needs, so that 100% of students participated in excursions, including the Stage 3 excursion to Canberra.

Funding Sources:

- Low level adjustment for disability (\$12373.00)

Process 3:

Evaluation	Funds Expended (Resources)
No Process 3	

Strategic Direction 2

Teaching

Purpose

To provide an engaging environment where evidence based practice is embedded into teaching programs and a culture of reflective practice exists.

Improvement Measures

All teachers are using evidence informed teaching strategies to improve the quality of learning.

All parents and carers actively contribute the school culture.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice

Teachers are committed to identify, understand and implement the most effective evidence based teaching strategies.

Evaluation	Funds Expended (Resources)
<p>1. Improvements in Mathematics differentiation has been achieved through improved collaborative teacher planning and mentorship processes. Mathematics K–6 units of learning are being developed using a common template and stored onto MS One Drive 365, so that teaching staff have full access, regardless of their location.</p> <p>2. Improvements in organising the classroom for successful Mathematics differentiation has been achieved, through mentoring and supporting teachers to more effectively utilise resources and organise flexible student grouping according to pre–assessed needs. As a result, all students are demonstrating improvements in their learning of numeracy.</p> <p>3. Improvements in recording individual student learning growth to inform future learning has been achieved through learning about and using PLAN2 software. As a result, student data using the Numeracy Progressions now exists to investigate each student's growth and inform future learning decisions.</p> <p>4. All staff have been upskilled to improve our learning environment for all students, including those with identified disabilities. All teaching and non–teaching staff have completed Module 1 in Autism Disorder Awareness through the Positive Partnerships program, and engaged in professional learning to improve their understanding about sensory processing and its impacts on learning. Staff improvements in supporting students with significant reading challenges is also evident through professional learning with <i>Centre for Effective Reading</i>, Westmead. As a result of this, all students report that they feel respected and supported by staff.</p> <p>5. Student learning is being supported through the integration of digital technologies into learning programs. School linkages with ACARA as part of the Digital Technologies in Focus program has improved staff capacity to use software such as Minecraft Education, Scratch Junior, Microbits and Spheros in learning programs. As a result, student engagement in their learning as well as skills in coding and computational thinking has improved significantly.</p>	<p>Casual relief for Teaching Principal X6 days</p>

Process 2: School and Community

Progress towards achieving improvement measures

Process 2: School structures are developed and implemented to support student learning through improved school and community partnerships.

Evaluation	Funds Expended (Resources)
<p>1. Family participation data demonstrates that our school structures and initiatives have increased parent engagement and consultation within our school. All families attended most parent meetings and have also engaged with whole school events including Education Week, Book Week and Easter Hat Parade.</p> <p>2. Student learning success is celebrated through a variety of school structures, including K–6 Assemblies twice per term, inclusion of learning in our school newsletter and regular informal meetings to share good news with parents. Through parent surveys, parents report that they are very happy with the reporting of student achievement and learning at our school.</p> <p>3. Our school re-established and embraced community partnerships to improve the learning for all of our students. These form part of our classroom learning sequences and have included hosting Heritage Country Schools' NAIDOC Day for 6 schools, hosting the Mandurama–Carcoar CWA International Studies Day about Papua New Guinea, and school visits from the local police, WIRES and RFS personnel to improve student understanding about managing emergency situations and to better understand the services in our community.</p> <p>4. As a member of Heritage Country Schools network, our students have had opportunities to learn as part of a larger peer group. Student learning in the areas of leadership, sport, creative and performing arts and civics/citizenship has been achieved through these partnerships within a same-peer environment.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 913.00) 	<ol style="list-style-type: none"> Employment of SLSO to implement specialised Reading Program with an identified Aboriginal student has resulted in student reading growth of 18 months in one year. Employment of Communications Officer with Aboriginal heritage to engage with local community members and organisations to improve the cultural learning of all students. Regular connections with a local Aboriginal artist, Orange Local Aboriginal Lands Council and the local preschool have resulted in authentic inclusions of Wiradjuri culture into student learning. In consultation with Orange Local Aboriginal Lands Council staff, MPS hosted an authentic NAIDOC day of learning about Wiradjuri culture for 6 local schools including Blayney High School. Student surveys stated high satisfaction with the day and a desire to learn more about ochre in Wiradjuri culture in future learning.
Low level adjustment for disability	Additional classroom teacher 0.1 SLSO \$10 672 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 672.00) 	Additional second teacher time was employed to release the Teaching Principal to act as LST coordinator. This was to fulfil obligations to provide improved inclusive learning environments for all children at the school. Initiatives included organising professional learning for all staff, coordination of learning support teams, developing management plans and liaising with families and external DoE staff. Current SLSO hours were also extended to assist students to engage in their learning and ensure their ongoing wellbeing. As a result, significant improvements in engagement in learning for identified students has occurred.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$1 397.00) 	Employment of additional teaching staff time was used to release the Teaching Principal to act as an Instructional Leader . As a result, improvements in teacher capacity to plan and organise the classroom to differentiate Maths in a K–6 classroom, and to better meet the needs of students with disabilities occurred.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$5 913.00) 	Employment of additional classroom teacher time to release Teaching Principal to meet with specialised staff and then develop, implement and report on intensive intervention programs for students requiring support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	4	4	3	4
Girls	6	6	5	5

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.1	100	84.2	88.4
1	86	95.8	100	79.2
2	85.7	100	95.8	94.8
3	93.5	93.2	100	77.6
4		88.9	87.6	96.7
5			87.6	70.7
6				79.2
All Years	91.3	93.9	91.3	83.5
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	93.4	92.9
5			93.2	92.8
6				92.1
All Years	94.1	94	93.5	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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	35,534
Revenue	395,191
Appropriation	378,721
Sale of Goods and Services	49
Grants and contributions	16,155
Investment income	267
Expenses	-416,701
Employee related	-341,315
Operating expenses	-75,386
Surplus / deficit for the year	-21,510

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	19,433
Equity Total	25,740
Equity - Aboriginal	5,653
Equity - Socio-economic	5,913
Equity - Language	0
Equity - Disability	14,174
Base Total	299,313
Base - Per Capita	1,877
Base - Location	6,544
Base - Other	290,891
Other Total	20,928
Grand Total	365,414

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

Parents, students and staff are continually consulted about how to improve our school's performance. Consultation with parents, both formally through parent meetings and informally, is ongoing and has resulted in decisions about our level of commitment in community events, agreeing on the structure of student reports, and deciding future focuses for our school in 2020.

All staff have also been continually consulted about how they can contribute to the improvement of our school so that we ensure a happy, productive, high expectations school environment. This has resulted in all staff attending professional learning, including non-teaching staff, to improve their knowledge about our children and to commit to their learning.

Student consultation and leadership to improve our school has proved very successful, with initiatives including reinstating the seniors school shirts, and commitments to being an inclusive and friendly school. Evidence of this has included students organising the fundraising to purchase a Welcome to Wiradjuri Land sign, now positioned at the front of the school.

Moving into 2020, our school community has a clear shared vision for school improvement that includes encouraging school enrolments and a positive community image, and improving our student's knowledge and skills in healthy living learning through the establishment of a MPS kitchen garden.

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.