Manifold Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Manifold Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School context

Students travel from the North Casino and Bentley areas to attend Manifold Public School. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools (C.L.A.S.S.) and P–12 Rivers schools. The school community is looking forward to it's involvement with the acclaimed One Schools Network of schools to further develop connections for students and staff. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino, Kyogle and Richmond River High Schools**.**

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Our purpose is 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

1. **Every student achieves a year's growth for a year's learning through a self–centred and self–directed approach.**
 2. **Improved data reflecting positive outcomes of student well–being and engagement.**

Progress towards achieving improvement measures

Process 1:   Curriculum and learning

Deliver quality student centred and self– regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year's worth of learning.

Evaluation	Funds Expended (Resources)
A review took place at the end of 2019. It involved staff, parents and students. The review found the teaching and learning around all of the One Schools integrated units were successful. The teachers found connecting digitally on a regular basis with their partner schools difficult as regular access to the Connected Classroom was not possible. As a result, in 2020 the school plans to purchase portable VC equipment to increase the number of face to face sessions students are having with their partner schools .The Google apps (Fluency Tutor and Read & Write) were successfully implemented and regularly used in the Senior Classroom by all students. Students in the Junior Classroom were exposed to the Read & Write app through modelling by the classroom teacher. The Learning and Support Teacher will be working with the K–3 teacher in implementing the Fluency Tutor app in 2020.	Staff meeting Community consultation **Funding Sources:** • ($0.00)

Process 2:   Student Wellbeing

Strategic use of elements from Positive Behaviour Language (PBL) to promote student well–being.

Evaluation	Funds Expended (Resources)
A thorough review was held to identify the strengths and weaknesses of the school procedures. As a result, changes were made in line with the introduction of on–line data collection (EBS and EBS4). In addition , students identified the continuation of the school's strong **positive** approach to behaviour and the teaching of skills to cope in an increasingly technical world.	Staff Meeting. Teaching and Learning lessons – Personal Development and Health. P&C Meeting.

Strategic Direction 2

Teaching

Purpose

Our purpose is to develop skills with implementing digital technologies to deliver quality teaching practice that is engaging and evidenced based.

Improvement Measures

1. **Quality teaching as evidenced by a greater range of examples of practice from selected teaching standards.**
2. **Teachers using evidence informed teaching strategies which utilise digital technologies.**

Progress towards achieving improvement measures

Process 1:   Effective teaching practice

Teachers are committed to identifying,understanding and implementing the most effective explicit teaching methods,with the highest priority given to evidence–based teaching strategies.

Evaluation	Funds Expended (Resources)
A school evaluation was conducted following the completion of the Music Mentor Program. The program was an overwhelming success. Both teachers reporting a substantial increase in KLA knowledge and confidence to deliver quality music lessons. The impact of this professional learning includes: students performed a musical item at the CLASS Performing Arts Concert, teachers completed reciprocal observation lessons with the Music Mentor Teacher, students have identified music as a preferred KLA and teachers completed a scope and sequence to assist with future integrated planning. In 2020, teachers have identified further need with the teaching of this KLA and the school plans to engage with the music mentor on an independent level.	Music mentor engagement Casual teacher employment (10 half days) Purchase of additional music equipment.

Process 2:   Data skills and use

Student assessment data is regularly used school and Network–wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
A review took place during Term 4 into the 2019 NAPLAN results. The 2019 cohort participating in NAPLAN was a significant number of students this year. Students participated in sessions which focussed on awareness of the type of online questions they could be exposed to and assistance with using a word processor to plan and write a response to a stimulus picture (Year 5 ONLY). Next year, the Year 3 cohort will be in the Junior Classroom. The school is planning to use resources to assist the Year 3 cohort with their participation in 2020 NAPLAN.	Staff Meeting Scout

Process 3:   Professional Learning

Building structures within our school and across the network of schools to enhance collaboration.

Evaluation	Funds Expended (Resources)
A review took place to evaluate the success of pull out programs in meeting the needs of students with identified need. MiniLit sessions were implemented with different groups from the Junior Classroom during the year.	MiniLit program and results. Staff meeting.

Progress towards achieving improvement measures	
The results indicate age appropriate progress with phonetic knowledge and reading ability. Due to a movement of students from the Junior to the Senior Classroom, the school is planning to continue to use MiniLit as a resource across the school. In addition, the 2020 Learning and Support Teacher role is to be more fluid and flexible to meet the needs of all students.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	$1 600 for the purchase of Google Apps. Staff meeting used to upskill teachers with the use of these apps in the literacy session.	Implementation of both apps in the Senior Classroom. The classroom teacher utilises the use of the Google Classroom platform to designate activities. The classroom teacher is looking to expand the use of the app in 2020 with greater use of the comprehension questions with each passage. Students report favourably with the use of this app to improve their reading fluency. The school is planning to expand the use of the Fluency Tutor app in the K–3 classroom in 2020.
Quality Teaching, Successful Students (QTSS)	Teacher release – $3 000. Use of video conference equipment and Bridget software to connect with partner school. One Schools' staff meetings.	Classroom teachers successfully completed the planning and teaching of an integrated unit. Teachers received quality feedback from a number of schools that implemented the unit. The school plans to continue it's involvement with the One Schools alliance in 2020.
Socio–economic background	Hire of laser tag equipment – $1 000. Purchase of coloured powder for MPS Fun Run – $500 Pool entry fees – $100 Purchase of cinema tickets – $300	Students continue to respond to the positive reward for their responsible behaviour each term. Students indicated on the 2019 Student Survey that they worked towards meeting high expectations with behaviour so that they could enjoy this reward each term.
Aboriginal background loading	Equipment required for activities – $ 1 000.	Parents and students continue to enjoy being part of the Term 3 Project Clubs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	25	25	24	17
Girls	13	16	15	9

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.6	89.4	89.6	83
1	89.8	97.6	88.1	87.7
2	90.9	91.7	96.6	81.3
3	95.3	92.4	91.8	93.8
4	91.1	97	92.8	90.8
5	95.7	92.5	94.8	89.2
6	83.9	98.9	93.3	82.6
All Years	91.8	93.1	92.4	88.1
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	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	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)	1.33
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	68,798
Revenue	616,153
Appropriation	605,832
Sale of Goods and Services	50
Grants and contributions	10,006
Investment income	265
Expenses	-583,094
Employee related	-493,066
Operating expenses	-90,028
Surplus / deficit for the year	33,058

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	48,001
Equity Total	54,107
Equity - Aboriginal	10,621
Equity - Socio-economic	28,929
Equity - Language	0
Equity - Disability	14,557
Base Total	473,919
Base - Per Capita	9,151
Base - Location	1,381
Base - Other	463,387
Other Total	19,259
Grand Total	595,286

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

2019 STUDENT SURVEY about SCHOOL CULTURE

1. The school knows about the parents and community in which it serves.

Almost always Usually Sometimes Rarely

10 7 3 1

2. School leaders have a positive influence on the school culture.

Almost always Usually Sometimes Rarely

12 7 2 0

3. The School often praises and rewards students who are successful.

Almost always Usually Sometimes Rarely

12 1 5 1

4. The students are the school's main concern.

Almost always Usually Sometimes Rarely

15 5 0 1

5.Students support what is happening at the school.

Almost always Usually Sometimes Rarely

5 8 4 4

6.I am proud of my school.

Almost always Usually Sometimes Rarely

18 2 0 0

7.New students are made welcome.

Almost always Usually Sometimes Rarely

16 4 1 0

8.The school appreciates having me as a student.

Almost always Usually Sometimes Rarely

12 5 2 0

9.The school encourages students to achieve their best.

Almost always Usually Sometimes Rarely

17 4 0 0

10. The school encourages everyone to learn.

Almost always Usually Sometimes Rarely

14 3 1 0

11. The school caters for the learning needs of all students.

Almost always Usually Sometimes Rarely

12 8 0 1

12. The school is continually finding ways to improve what it does.

Almost always Usually Sometimes Rarely

20 0 1 0

13. When necessary, the school makes important changes to what it does.

Almost always Usually Sometimes Rarely

14 5 1 0

Analysis

21 students participated in the above survey. The only item that scored below 50% for the rating "Almost always" was **"Students support what is happening at the school."** This was a very positive result for our school community. Staff reported it was very pleasing to receive such a positive student endorsement about the culture at Manifold Public School.

An area for future development was identified. Follow–up staff discussions centred on the **strength of student voice** at Manifold Public School. Are students given the opportunity to utilise their leadership skills in making school and classroom decisions?

The school will continue to fund the 2020 Senior Leadership Program. Furthermore, teachers will look for opportunities to enhance student voice in the classroom and playground.

2019 MPS Parent Survey

Date conducted: 31/10/19

Number of Participants: 7

Survey Question: What helps my child to learn?

Survey Responses:

Parent 1
- Meditation music before class to calm down after play
- Simple explanation of subject eg: Maths & English
- Teacher aid
- Stability
- Games during class to break bored of learning eg: jumping up and down

Parent 2
- Personal interest
- An attentive teacher
- Pleasant environment
- The correct tools
- Updated equipment

Parent 3
- Good teachers
- The opportunity to try new things
- A strong set of guidelines for the kids to follow

Parent 4
- Hands on play
- Learning reward system

Parent 5
- Consistent teaching staff

- Fun learning eg games and sport
- Clear instructions
- No bullying (this happens in many forms, may be subtle that are missed by teachers)

Parent 6

- Not homework, I believe it perpetuates the idea of taking work home. Work and home need to be separated
- "Doing" is better than "seeing"
- "Choice" is important to make 'good choices', the chooser needs to practice and be given the chance to choose and live with the choice
- Given the opportunity to learn in different environments/styles/methodologies , not a 'one size fits all ' approach
- An individual needs to find out 'How they learn best'! Learning is a skill which needs to be discovered by oneself
- I think primary education is about grasping the basics, but important starting to build ones 'tool kit' for lifelong learning

Parent 7

- Repetition
- Games
- She can be a bit hard on herself if she doesn't get something straight away, so taking a break can help
- Integrating learning into active movement, eg. counting skips, making letters with body

Analysis

The school did not participate in the 2019 Tell Them From Me Parent Survey. 2017–18 data from the school's previous involvement with the above surveys showed that parents at Manifold Public School are below the NSW Government Norm for the areas of " Parents support learning at home" and "Parents are informed".

Staff were interested in investigating the low response to items in the "Parents support learning at home" category of the 2018 Parent survey.

5/7 parents from the 2019 MPS Parent Survey clearly state that the school is responsible for their child's learning.

Staff evaluation of these results have centred on the need to promote student responsibility and ownership of their learning and the need to grow a greater partnership with parents in **sharing** the responsibility of their child's learning. In addition, the school has identified a need to **review homework procedures in 2020.**

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.