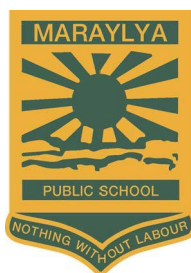# Maraylya Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Maraylya 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.

School contact details

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School background

At Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to become the independent, self monitoring, resilient,creative and collaborative learners required of them both now and in the future.

School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 113 students and is situated in the Hawkesbury district, in Sydney's rural north–west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students.

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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence, Independence and Visibility in Learning

Purpose

To engage all students in meaningful, challenging and transformative learning experiences, in which personal skill development and progress is visible to the learner, affording the learner self–reflective and independent learning practices across the curriculum.

Improvement Measures

All students reaching expected growth targets.

100% of students setting realistic learning goals and monitoring progress towards them.

Improved student engagement, sense of belonging and advocacy within TTFM surveys

Increasing the number of students reaching proficient level in external assessments in Literacy and Numeracy

Progress towards achieving improvement measures

Process 1:   Engage students in explicit Visible Learning experiences to equip them with the necessary skills to develop further independence in learning including Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Most students have acquired a basic understanding of what a 'good learner' is through initial discussions, displayed information, practice and evaluation. All students were able to negotiate realistic learning goals and monitoring progress towards them through the use of the feedback cross. Students independently use the 'feedback cross' appropriate to their stage of development as a means of identifying their progress and the progress of others. The majority of students reached desired proficiency levels in external and internal assessments. Students have been targeted for continued or further learning interventions.	Funds have been expended in professional learning to help equip teachers with the necessary understanding to run programs and drive change. Funding has been directed towards a mix of district–wide professional learning, school based learning sessions and individual opportunities to further skills and practice. Further work has been achieved through QTSS funding which has allowed teacher observations, conferencing and off–class collaborations to plan, assess, devise and implement appropriate programs and teaching practice inline with Visible Learning theory. The school's writing programs have greatly benefitted through teachers being funded to visit other school sites, attend training and develop programs and resources to make the necessary changes. Beginning teachers were funded to take time with supervisors to deepen understanding of Visible learning practice and develop their capacity to create programs that meet student need inline with school strategic directions. **Funding Sources:** • Quality Teaching, Successful

Progress towards achieving improvement measures	
Most students have acquired a basic understanding of what a 'good learner' is through initial discussions, displayed information, practice and evaluation. All students were able to negotiate realistic learning goals and monitoring progress towards them through the use of the feedback cross. Students independently use the 'feedback cross' appropriate to their stage of development as a means of identifying their progress and the progress of others. The majority of students reached desired proficiency levels in external and internal assessments. Students have been targeted for continued or further learning interventions.	Students (QTSS) ($18995.00) • Support for beginning teachers ($3582.00)

Process 2: Equip students to see the value in adopting a growth mindset, so as to train themselves to see the value in perseverance in their learning. Students are able to use the language of a positive outlook with which to organise and articulate progress through learning.

Evaluation	Funds Expended (Resources)
While important in terms of complementing Visible Learning Programs, no additional funds were directly spent in this area. Funds were directed to other processes.	**Funding Sources:** • ($0.00)

Strategic Direction 2

Leaders of Learning Across the Community

Purpose

To promote, build and sustain leadership in learning in order to build capacities and skills of colleagues, students and the community to heighten program effectiveness, support student learning and effect transformative change.

Improvement Measures

100% of teaching and learning programs to reflect a strong link to visible learning practice including learning intentions, success criteria and use of authentic feedback.

Growth in community understanding of current educational practice including Visible Learning theory, evidenced through targeted surveys which reflect the empowering of families to further support learning in an informed and confident manner.

Community observance of increased independence in student learning with evidence of improved self monitored and purposeful learning.

100% of staff identifying professional goals and being empowered to fulfil their achievement through targeted professional learning opportunities and research.

Progress towards achieving improvement measures

Process 1: • Encourage authentic parental involvement in a variety of ways to understand and further support visible learning skills and practice. in order to support their child's independent learning.

Evaluation	Funds Expended (Resources)
100% of teaching and learning programs in writing reflected a strong link – through observations and program supervision. to visible learning practice including learning intentions, success criteria and initial use of authentic feedback. The use of dispositions had been shelved while staff continued to work on other key aspects of visible learning. Progression in learning and goal setting against literacy and numeracy continuums and learning progressions took priority during much of the year. Learning dispositions are to be developed and communicated more fully in 2020. It is anticipated that parents feel better equipped to take part more effectively in their child's education particularly at home – TTFM data. The use of video to allow students to communicate their goals and related progress received positive feedback from families, keen to gain insights into how their child views their learning. There exists a growing awareness and value of providing quality feedback to students, evidenced from the many positive comments made throughout the process. Growth in community understanding of current educational practice including Visible Learning theory, is beginning to increase. It is anticipated that the community will need to hear this message and language not only from staff communications but more importantly, their children. There has begun a community observance of increased independence in student learning with evidence of improved self monitored. Parents and carers have given positive feedback around hearing their child articulate their goals through the interview process. 100% of staff identify professional goals and are empowered and supported to fulfil their achievement through targeted professional learning opportunities and research.	As reflected in our other strategic directions which are closely interlinked, funds were expended around professional learning in Visible Learning practice (feedback, dispositions of learning and learning intentions/ success criteria). **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($18995.00) • Support for beginning teachers ($3582.00)

Progress towards achieving improvement measures

Process 2: • Strengthen systems and processes that enable staff to identify professional goals and plan effective associated learning, evidenced in practices that reflect the professional standards for teachers.

Evaluation	Funds Expended (Resources)
100% of staff identify professional goals and are empowered and supported to fulfil their achievement through targeted professional learning opportunities and research. The use of 'Performance & Development Journey' document allowed staff to plan, identify and plot progress towards negotiated professional goals. Expectations of direct acknowledgement and adherence to the professional standards for teachers will continue to feature in future conference and coaching sessions in a timely manner. Evidence of professional goal setting exists through the annual review of staff performance. Teaching staff were able to substantiate professional growth in their areas of professional focus, be that, for example; use of technology, Visible Learning practice or classroom management.	

Process 3: • Empower students to be leaders of their own learning through them understanding and employing Visible Learning practices.

Evaluation	Funds Expended (Resources)
The processes have been condensed for ease of implementation and reporting. Professional learning was made available for staff through network wide sessions on Visible Learning practice through Corwin. These sessions enabled teaching staff to explore theoretical and practical knowledge for use in the classroom. The use of video to allow students to communicate their goals and related progress received positive feedback from families, keen to gain insights into how their child views their learning.	**Funding Sources:** • Professional Learning ($4235.00)

Strategic Direction 3

Effective Leading of Systems and Processes

Purpose

To acknowledge, develop and further implement the use of departmental and school–based systems for efficient and effective educational delivery in a small school context.

Improvement Measures

Improved school wide processes are evident and used effectively with a view to enhancing educational delivery, ensuring the best outcomes for students.

100% of staff performance visibly improved through the PDP process with access to necessary learning apparent through Scout and teacher observations.

100% of students to demonstrate growth in key areas of learning through use of assessment and monitoring processes at appropriate intervals.

Improved community perception of school's communication efficiency.

Progress towards achieving improvement measures

Process 1: Further strengthen the systemic way of collecting and analysing internal and external data across the school to further inform regular evaluation of student progress and milestones.

Evaluation	Funds Expended (Resources)
Teachers were better equipped to provide quality and immediate feedback to students demonstrated through observations and walkthroughs. Lesson observations demonstrated that students received timely and authentic feedback, reflective of learning intentions and success criteria. Students reported feeling better equipped to offer and receive feedback from peers and teachers. Pre– and post–testing has been implemented in both writing and mathematics. This has been monitored through staff meetings and supervisor conferencing. This has allowed students and teachers to identify growth to create new benchmarks in ability for each student. From this, students have had a clear starting point from which to build on, further improving results.	Teacher observation and supervision process was strengthened in the areas of focus. The greater accountability through the use of pre and post testing has been achieved through the funding of time for teachers to plan, devise, implement and reflect. on teaching practice. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($18995.00)

Process 2: Best practice in the delivery of communication to students, staff and community to ensure authentic feedback, structured process and information respectively.

Evaluation	Funds Expended (Resources)
Families have reported that there is an adequate level and variety of communication methods. The addition of an official Facebook page has helped reach more people in addition to the App, emailed newsletter and electronic board. While the school continues to plan for 100% connection to our families in a timely manner, we will always look for ways to fill gaps in communication.	Our school continued to strengthen the channels of communication with our families. Use of outside providers including Konnective and Schoolinterviews have helped to streamline communication. The school utilises the Department provided website, Facebook and an emailed fortnightly newsletter. **Funding Sources:** • School interviews ($195.00) • Konnective messaging ($165.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	The school employs a LaST (Learning and Support Teacher) three days each week, timetabled to provide a mix of in–class and withdrawal support for students requiring further assistance in their learning outside the regular adjustments made to class programs and lesson delivery. **Funding Sources:** • Low level adjustment for disability ($30 749.00)	The school has achieved an excellent result through this funding, allowing students in need to receive targeted support through the learning support team. This resource has allowed the school to deliver quality programs for students either through their class teacher of separately, to rewrite the associated policy and further develop the capacity of other staff.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($18 995.00)	This resource has allowed the school the strategic benefit of providing increased instruction in Visible learning practice to enhance writing and mathematics programs. The funding has afforded the school scheduled time to further support and capacity–build staff to create, deliver and monitor programs within each class.
Socio–economic background	This resource was used to both bolster the Learning and Support role across the school as well as provide for the shortfall in funds as required throughout the year for extra curricular experiences for particular students. Transport was on occasion subsidised to help ease the burden to families. **Funding Sources:** • Socio–economic background ($8 296.00)	There has been similar impact to the use of disability funds in regards to learning support across the school. These funds have also allowed the school to provide for the students and their families experiencing financial difficulty when required. All students have had access to learning experiences regardless of their family's financial capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	53	49	46	51
Girls	58	65	57	56

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.2	97.3	97.5	96.8
1	94.1	93.7	96	96.3
2	91.9	96.1	93.6	94.8
3	93.2	94	95.1	94.2
4	90.3	93.1	94.1	93.8
5	94.2	93.3	93	93.7
6	95.7	95.9	94.3	91.4
All Years	93.2	94.7	94.8	94.6
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
Assistant Principal(s)	1
Classroom Teacher(s)	3.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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.

The main focus for professional learning has been around developing both individual skills and whole school culture in Visible Learning practice. There has been a variety of interschool professional learning sessions, leaders' sessions to guide strategic directions and in–house professional learning to both increase teachers' skills and monitor whole school progress.

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	124,158
Revenue	1,162,059
Appropriation	1,100,665
Sale of Goods and Services	2,763
Grants and contributions	56,908
Investment income	1,723
Expenses	-1,175,082
Employee related	-978,055
Operating expenses	-197,027
Surplus / deficit for the year	-13,023

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	0
Equity Total	43,360
Equity - Aboriginal	3,131
Equity - Socio-economic	8,296
Equity - Language	0
Equity - Disability	31,933
Base Total	963,805
Base - Per Capita	24,168
Base - Location	3,037
Base - Other	936,600
Other Total	69,800
Grand Total	1,076,965

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

Generally speaking, 2019 was a positive year for Maraylya Public School in terms of parent satisfaction.

Each year, the school receives several negative comments regarding the timeliness of communications about school events. There can be times when communication processes have had to be reviewed, however, this is often found to be due to email systems and human error. The vast majority of the community have many positive comments about the school's communication.

The community is very happy with the educational standard offered and the high expectations of teachers. The feedback reflects the high degree of care and attention afforded the students.

There are always areas to improve and the school recognises its responsibilities in this. We will continue to build on the work already achieved by taking part in the Excellence in Customer Service framework and survey for 2020 as a way to further serve our community.

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.