

Maroota Public School

2019 Annual Report



2480

Introduction

The Annual Report for 2019 is provided to the community of Maroota 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 vision statement

Maroota Public School engages students, parents and the community in a shared learning journey.

Our school is committed to delivering high quality educational opportunities that actively engage, guide, inspire and challenge all students to achieve and thrive as learners, leaders and responsible productive citizens.

At Maroota Public School, every student is known, valued and cared for. Students are treated fairly and respectfully in a learning environment that is safe, supportive and inclusive.

'Quality Education in a Caring Environment.'

School context

Maroota Public School is a small semi-rural school situated in the Hawkesbury region. The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential.

Maroota Public School serves students from the surrounding areas of Maroota, South Maroota and Lower Portland and in 2019 has an enrolment of 30 students. The school has two classes and caters for a wide range of needs and learning abilities. The small school atmosphere and small class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual needs are met.

Students have opportunities for extra curricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

Maroota has an enthusiastic and dedicated parent community. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

The students of Maroota Public School enjoy the benefits of a small school while being provided with a range of opportunities similar to those available in larger 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Engaged Resilient Learners

Purpose

To create a nurturing and supportive learning environment that actively engages, guides, inspires and challenges all students to achieve and thrive as learners, leaders and responsible productive citizens.

Improvement Measures

Students achieving a minimum of 'one year's worth of growth for one year's worth of learning' as evident in school based tracking systems in literacy and numeracy.

Students knowing and understanding their learning intentions and success criteria, evidenced by the development of student negotiated learning goals and the articulation of their learning in relation to themselves.

Increase percentage of students achieving proficiency in reading and numeracy in line with the Premier's priorities.

Progress towards achieving improvement measures

Process 1: Implementation of evidence based well-being strategies to allow students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
During 2019 the school implemented the Bounce Back resilience program to develop student's ability to cope with change and interpersonal relationships. The students demonstrated a growing awareness of other's difference and exhibited strategies to cope with change.	

Process 2: Staff will undertake training in the Visible Learning Plus Program through Corwin Australia. focused on teaching strategies that give the most impact and effect size on student learning.

Evaluation	Funds Expended (Resources)
In 2019 staff attended Visible Learning through Corwin developing an understanding of the research behind Visible Learning and the impact on student achievement and teaching practice. Learning Intentions and Success Criteria will be a focus for 2020.	Funding Sources: • Professional Learning (\$2163.84)

Process 3: The role of the SRC will grow within the school to develop resilient and strong leadership including reporting to their class and the community.

Evaluation	Funds Expended (Resources)
The SRC was established and badges presented. The SRC were responsible for various activities within the school to develop leadership skills.	

Process 4: Students will be provided with opportunities to participate in curriculum experiences and extra curricula activities, that will inspire and challenge the students as learners.

Evaluation	Funds Expended (Resources)
Extra curricular activities included events such as enrichments days, debating, public speaking events, sport gala days, Stage 3 Camp and whole school performance. Maroota participates in Small Schools events as and MMWaC activities.	

Process 5: Student welfare programs, such as Bounce Back, will continue in each classroom focusing on specific target areas each year giving wellbeing data to analyse and plan with.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Incorporated into Process 1.	

Process 6: Staff explore forms of assessment, particularly formative assessment and learn how to use the data collected to modify teaching practices and provide individualised learning for students.

Evaluation	Funds Expended (Resources)
Staff attended Visible Learning training to develop formative assessment strategies directly linked to classroom programs.	

Strategic Direction 2

Quality Collaborative Teaching

Purpose

To develop teacher capacity to implement, high quality collaborative teaching practices and programs so that individual student needs and aspirations are addressed.

Improvement Measures

100% of staff achieve meaningful and PDP goals linked to the schools strategic directions.

100% of teachers creating quality teaching programs that reflect the pedagogy of visible learning and are reflective of the needs of the students in the class.

Increased access to Professional Development opportunities ensuring quality teaching and learning programs that differentiates for individual needs and innovative assessment practices that provide accurate and valuable data.

Progress towards achieving improvement measures

Process 1: Consistent school wide practices will be developed and used for assessment and accurate tracking student progress.

Evaluation	Funds Expended (Resources)
2020 teacher has up to date information on each child's progress passed on by the previous classroom teacher.	Collated data.

Process 2: Staff will engage in professional development that ensures high quality teaching and learning program that differentiate for the individual student while maintaining all accreditation of NESA standards.

Evaluation	Funds Expended (Resources)
All teaching staff developed NESA compliant programs which were differentiated to cater for multi-stage classes.	

Process 3: Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K-6.

Evaluation	Funds Expended (Resources)
The class teachers continue to work with each other to develop learning goals for students. In 2019, a Literacy and numeracy consultant, worked with teachers to devise rubrics to assessment writing to enhance feedback to parents and where to next in teaching. Learning Intentions and success criteria were discussed.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$15 389.00)	A Learning and Support Teacher was employed half a day per week and the School Learning and Support Officer was employed for additional hours. Students with identified learning needs received targeted intervention to address their specific learning needs.
Socio-economic background	Funding Sources: • Socio-economic background (\$9 062.00)	Additional time was allocated for classroom support by School Learning and Support Officer.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$17 493.00)	An extra teacher was employed to provide mentoring time and extra RFF to Beginning teacher. The money was used to provide professional Development.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	22	16	20	17
Girls	18	15	11	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.8	97.5	97.9	92.7
1	97.2	94.9	98.6	97.6
2	97.2	93.7	90.5	97.6
3	92.7	97.4	97.8	78.8
4	95.7	95.3	90.9	97.8
5	94.7	91	99.4	93.8
6	90.2	93	90.7	93.5
All Years	94.6	94.9	95.6	95.8
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	93.9	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)	1.3
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	185,086
Revenue	558,060
Appropriation	548,601
Sale of Goods and Services	18
Grants and contributions	8,267
Investment income	1,174
Expenses	-643,008
Employee related	-522,290
Operating expenses	-120,718
Surplus / deficit for the year	-84,948

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	17,908
Equity Total	24,450
Equity - Aboriginal	0
Equity - Socio-economic	9,062
Equity - Language	0
Equity - Disability	15,389
Base Total	474,467
Base - Per Capita	7,274
Base - Location	4,599
Base - Other	462,594
Other Total	15,352
Grand Total	532,177

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](https://myschool.edu.au) website.

Literacy

Due to the cohort size being less than ten, graphs of NAPLAN results are unable to be published.

Numeracy

Due to the cohort size being less than ten, graphs of NAPLAN results are unable to be published.

Parent/caregiver, student, teacher satisfaction

In 2019 approximately half the families were represented at P & C on a regular basis. Feedback from these meetings indicated a general satisfaction with the school operations.

Student attendance and engagement levels indicate high satisfaction levels.

In 2020 we will survey students and parents on a half yearly basis to collect more accurate data on satisfaction levels.

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.