Menai Public School

2019 Annual Report

2520

Introduction

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

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

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Message from the principal

2019 at Menai Public School has been rewarding and enjoyable; I have been extremely proud of the way our students have worked towards their individual learning goals and continued to embrace our C.A.R.E.S values across all aspects of school life. The staff, students, parents and carers have continued to work together to build a collaborative and caring learning environment. Our motto "*Together We Learn and Grow*" reflects our commitment to developing students who are well educated, responsible and who always strive to achieve to the best of their ability.

Menai Public School has continued to develop and sustain strong partnerships with our local community and the Community of Schools Between The Rivers (COSBTR), which includes Menai High School, Lucas Heights Community School, Tharawal Public School, Illawong Public School, Alfords Point Public School, Woronora River Public School and Bangor Public School.

We have continued to achieve excellence in the sporting field, with students competing at school and zone carnivals and participating in the PSSA inter–school competition. Our achievement in the arts has also been outstanding, with students performing in the combined choir at the Sutherland Shire Schools Music Festival, in school dance troupes, as comperes. We also made notable artistic contributions once again to displays at Homebush via the Operation Art program and had artworks recognised as 'Paw Picks' for their excellence.

We are fortunate to have outstanding support from our dedicated P&C, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life.

I am very proud of the achievements of the students at Menai Public School and grateful to the dedicated staff and community for supporting the students in their endeavour to achieve success in their education.

I look forward to continuing the outstanding, innovative programs already operating and building upon these in 2020, to lead Menai Public School's future focused education plan and ensure our vision of providing a high quality, balanced curriculum is achieved.

I certify that the information in this report is the result of a school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kate Drury – Principal

School background

School vision statement

At Menai Public School we are committed to the building of educational aspiration and ongoing performance improvement throughout the school community. Effective partnerships in learning means students are motivated to deliver their best and continually improve. A strategic and planned approach to developing whole school wellbeing processes supports all students so they can connect, succeed, thrive and learn. Positive, respectful relationships are evident and widespread among students, staff, parents and carers and ensure optimum conditions for student learning across the whole school.

School context

Menai Public School is a wonderful, inclusive environment where every student is encouraged to learn and grow in a beautiful bushland setting. The school thrives on a culture of kindness and caring, underpinned by our C.A.R.E.S values of Cooperate, Achieve, Respect, Encourage and Safe. Whole school wellbeing processes support the wellbeing of all students so they can connect, succeed thrive and learn. Dedicated and caring staff deliver positive, differentiated learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The entire school community strives towards aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Menai Public School works cohesively with local primary and secondary schools through the Community of Schools Between the Rivers (COSBTR) and enjoys wonderful partnerships with local preschools to support our Kindergarten transition program. Menai Public School proudly embraces the motto *Together We Learn and Grow* and welcomes you to join us at our little school where every child is know, valued and cared for.

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

Strategic Direction 1

Together We Learn

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self–directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social and physical wellbeing of all students.

At Menai Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Furthermore, all students are given the opportunity, through differentiated learning to extend their skills to their maximum potential. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and be capable of facing the future with resilience and optimism.

Improvement Measures

Innovative teaching strategies increasingly evident through programs, observations and student feedback.

Teaching and learning programs increasly expected student progression in knowledge, understanding and skill and the assessments that measure them.

Surveys and focus groups show there is school–wide, collective responsibility for student learning and success, which is shared by parents, carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs inconsultation with parents and carers.

Surveys show improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1:   Curriculum and Learning

Deliver quality student–centred and self–regulated learning experiences which increasingly enable students to understand how they learn and builds students' capacity to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Consultation with students, parents and staff by the learning support team in order to refine existing processes was achieved. Increased levels of teacher satisfaction with the level of support offered by the refined Learning Support Team processes were achieved. Regular collaborative conversations and subsequent action plans to address 'hot spots' identified in behaviour management data were achieved. Data gathered reflected reductions in major behaviours across all school environments.. Regular engagement by staff with Sentral as a means of logging accurate data around incidents and their resolution was achieved. Refining of school processes to manage major behaviours was achieved. Development of the detail on the 'major' side of the Behaviour Management flowchart in order to reflect a considered progression from teacher management of minor behaviours was achieved. Developing a transparent process for issuing consequences associated with major behaviours was achieved.	Assistant Principal Learning and Support School Services Strategic Support program

Progress towards achieving improvement measures
Developing a system whereby consequences of major behaviours are clearly communicated to families was achieved. Parent consultation throughout all levels of the Behaviour Management flowchart was achieved and contributed to the success of this project in 2019 to increase student engagement with learning.	

Process 2: **Personalised Learning**

Ensure learning is data driven and based on formative assessment practices and learning continuums/progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes. Internal and external growth data shows consistent improvement for every student.

Evaluation	Funds Expended (Resources)
Staff post–tests of student achievement in spelling was achieved. Collaborative professional learning to determine the success of the program throughout 2019, based on available student data, was achieved. Adjustments to the logistical aspects of the program in 2020 to better cater for student needs and available school resources was achieved. Staff will continue to engage with professional learning in 2020 to preserve the integrity of spelling delivery K–6.	Student work samples

Process 3: **Positive Behaviour for Learning**

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The data we gathered reflected the success of our aim of creating and refining a whole school approach to wellbeing and engagement in that the number of incidents in specific parts of the school dropped and remained minimal following an explicit PBL campaign on that area. Staff collaborated to refine the existing PBL schedule to reflect flexibility to address areas of need as they arise in 2020. The plan for a distributed leadership of the PBL program at Menai Public School was achieved through a planned series of collaboration sessions. Every member of staff is responsible for leading one aspect of the PBL model, ensuring it remains data–informed and reflective of our current situation.	PBL framework SEF2 Sentral incident data PBL AP

Strategic Direction 2

Together We Grow

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize their potential through excellence in teaching and learning. Menai PS has an expectation of achievement for all. We will build strong foundations in the pursuit of success by continually reviewing and strengthening the quality of teaching and learning through engagement with current pedagogy. At Menai PS we know that a quality education depends on great teaching and the nurturing of all staff.

Improvement Measures

• Progression against the School Excellence Framework descriptors of excellence in the Effective Classroom Practice and Data Skills and Use elements.
• Programs and observations show an increased use of evidence–informed pedagogy by all teachers.
• Internal and external measures in Literacy and numeracy show increasing student growth.

Progress towards achieving improvement measures

Process 1: **Research Informed Pedagogy**

Draw on solid research to develop and implement high quality professional learning using Internal and external measures in Literacy and numeracy show increasing student growth. Use the Learning Progression against the School Excellence Framework descriptors of excellence in the Effective Classroom Practice and Data Skills and Use elements.

Evaluation	Funds Expended (Resources)
Our impact on teacher practice in spelling through the use of a data wall can be seen where 100% of teachers successfully plotted student achievement on the data wall, referenced against syllabus outcomes and learning progressions. NAPLAN expected growth in spelling from Year 3 to Year 5 increased by 28% from 2018 to 2019. Staff feedback indicates staff understand the Spelling content of the syllabus and progressions and can identify the skills students need to demonstrate as they move through the content. Student progress is being monitored consistently across the school. School–wide assessments are implemented at the conclusion of each term and data updated as necessary on the data wall. Teachers use this data, along with classroom assessment data to plan for differentiated student learning. Staff meetings are held every 5 weeks for teachers to unpack student results and plan differentiated lessons as appropriate and as a result of assessment analysis. Observations of practice indicate consistency of program implementation	Formative assessment data. Literacy Advisor – Miranda Office

Process 2: **Collaborative Practice**

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continuum/progressions as well as using Internal and external measures in Literacy and numeracy show increasing student growth.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
All staff have progressed towards goals in 2019. A large amount of time has been spent on understanding the spelling content in the English syllabus and the spelling strand of the Literacy continuum, implementing modelled lessons and visible learning. Progress towards personal goals was positive as staff reported developing significant understanding of this aspect of the curriculum. Regular time for staff to collaborate and learn professionally was enjoyed and staff reported finding the opportunity to engage in professional discourse and learning tasks together highly beneficial.	QTSS funds have been utilised to support PDP development, professional learning and monitoring.

Process 3:   Evaluative Practice

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data, programs and observations to inform future teaching and learning.

Evaluation	**Funds Expended (Resources)**
Confidence and capacity have grown in all areas of teaching across the school. Formative assessment has been a significant feature in this regard. Teachers utilise formative assessment strategies across the school with increased confidence and regularity, in order to determine student understanding and, in turn, develop differentiated lessons as evidenced through observation and program supervision. Staff have indicated that they feel more confident and are able to demonstrate a greater depth of understanding of some strategies and how to use these to drive student learning.	SEF2 Teaching Standards Principal standards QTSS funding

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$5,621 equity funding **Funding Sources:** • Aboriginal background loading ($5 621.00)	Allocation utilised to purchase casual teaching days to support the implementation of Personalised Learning Pathways meetings and related initiatives. Classroom learning was supported through the engagement of SLSOs. Ongoing financial support to families to engage the children in extra–curricular activities was greatly received and enabled significant academic and cultural experiences to be enjoyed.
English language proficiency	SLSO Teacher **Funding Sources:** • English language proficiency ($5 549.00)	The engagement of a teacher two days a week for Semester Two enabled a new arrival to acclimatise to the Australian way of life, engage with the curriculum and build social relationships. The ongoing support of an SLSO to supplement the days the teacher was not working with the student enabled significant learning milestones to be achieved, specifically in the areas of oral and written language development. All EAL/D students were re–assessed and had their status updated in ERN for accuracy of record–keeping. Adjustments to classroom programs were made in line with the results of the EAL/D assessment.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($32 015.00)	Additional staff employed to support program implementation and professional learning to support students in regular classrooms requiring additional assistance.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($16 114.00)	QTSS allocation used to release all staff to engage with the realisation of their PDP goals, engage in formative assessment processes, peer observations and collaborative practice both onsite and offsite. Support for aspiring executive staff was provided through the purchase of time to attend conferences, mentor younger staff through the accreditation process, attend aspiring executive network meetings and lead whole school projects such as PBL.
Socio–economic background	**Funding Sources:** • Socio–economic background ($31 172.00)	This funding was utilised to engage student learning and support officers to enable deep learning and social–emotional support for our students. We engaged a computer technician twice a term to ensure all students access high quality technology for learning. We engaged additional school administration officer support and subsidised incursions and excursions for students to ensure inclusion and engagement in learning was a priority. We continued to support the running of breakfast club three times a week.

Socio–economic background	**Funding Sources:** • Socio–economic background ($31 172.00)	We subsidised the cost of two wellbeing programs – Peaceful Kids and Rhythm and Flow in order to support the mental health and wellbeing of selected students. Grade resources for all students were supplied and maintained during the course of the school year. Uniform items, recess and lunch were provided regularly through school funds to support families in crisis.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($12 000.00)	All eligible beginning teachers received additional relief from face to face teaching with a mentor to assist in the programming and gathering of evidence for the NSW Education Standards Authority accreditation process. A teacher/mentor was employed to support our beginning teacher.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($10 410.00)	Students with an identified new arrival background were supported by teaching staff and provided with individualised learning programs. An EAL/D teacher was employed two days a week in Semester 2 to provide explicit support for our new arrival. SLSO support was paid for to supplement the days the EAL/D teacher was not in the school to ensure continuity of learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	47	40	43	42
Girls	52	46	61	50

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.8	97.5	95.7	96.5
1	91.7	92.2	90.1	90.9
2	86.7	92.9	88	94.8
3	91.7	91.5	87.7	91.3
4	92	95.9	91.2	92.2
5	90.8	93	94.8	91.1
6	92.6	94.7	93.2	91.9
All Years	91.7	94.2	92.1	92.6
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
Classroom Teacher(s)	3.49
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.61

*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	252,773
Revenue	1,427,724
Appropriation	1,322,517
Sale of Goods and Services	4,425
Grants and contributions	97,995
Investment income	2,788
Expenses	-1,374,728
Employee related	-1,186,958
Operating expenses	-187,770
Surplus / deficit for the year	52,996

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	50,391
Equity Total	88,518
Equity - Aboriginal	5,621
Equity - Socio-economic	31,172
Equity - Language	5,549
Equity - Disability	46,177
Base Total	802,836
Base - Per Capita	24,402
Base - Location	0
Base - Other	778,433
Other Total	186,015
Grand Total	1,127,760

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.
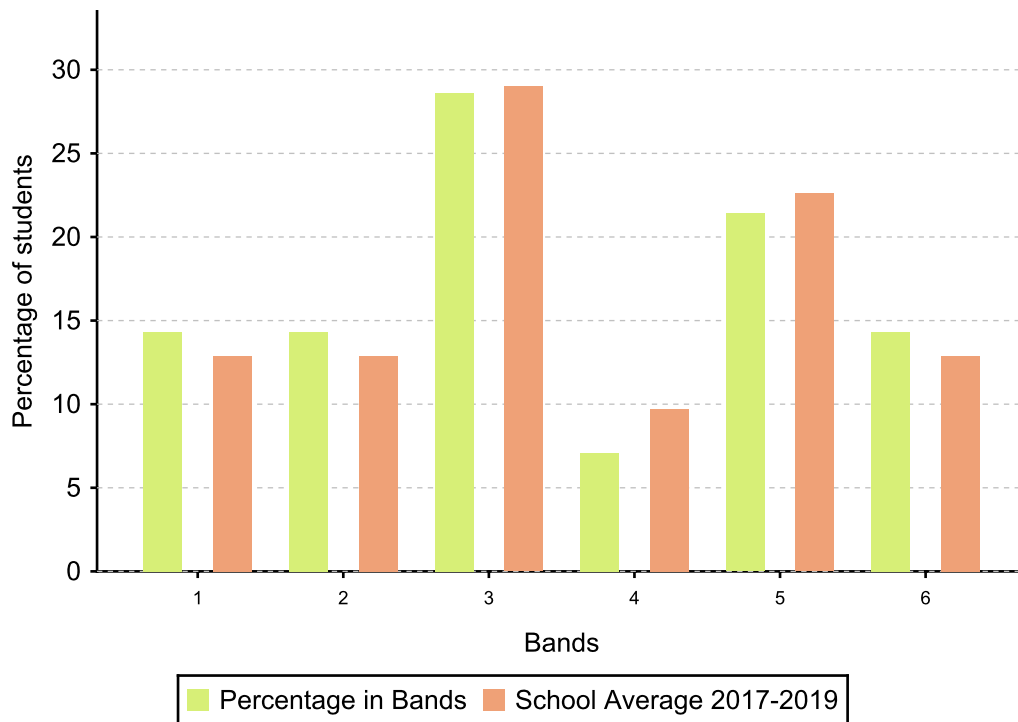
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
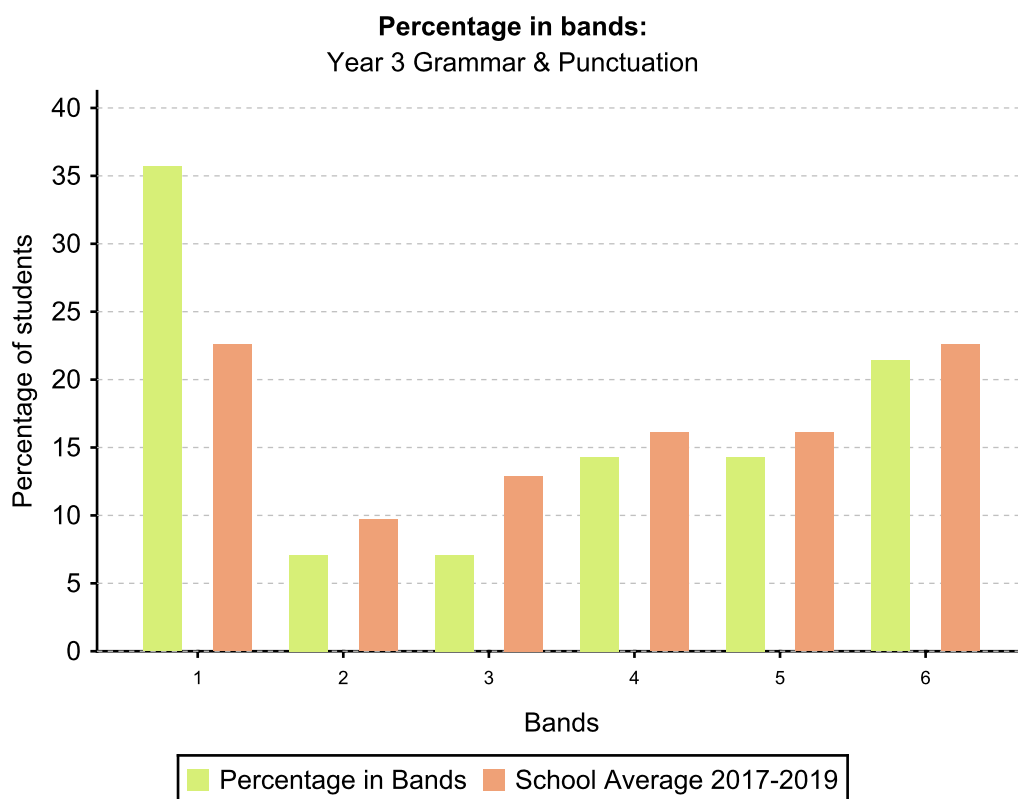
Band	1	2	3	4	5	6
Percentage of students	35.7	7.1	7.1	14.3	14.3	21.4
School avg 2017-2019	22.6	9.7	12.9	16.1	16.1	22.6

Percentage in bands:
Year 3 Reading
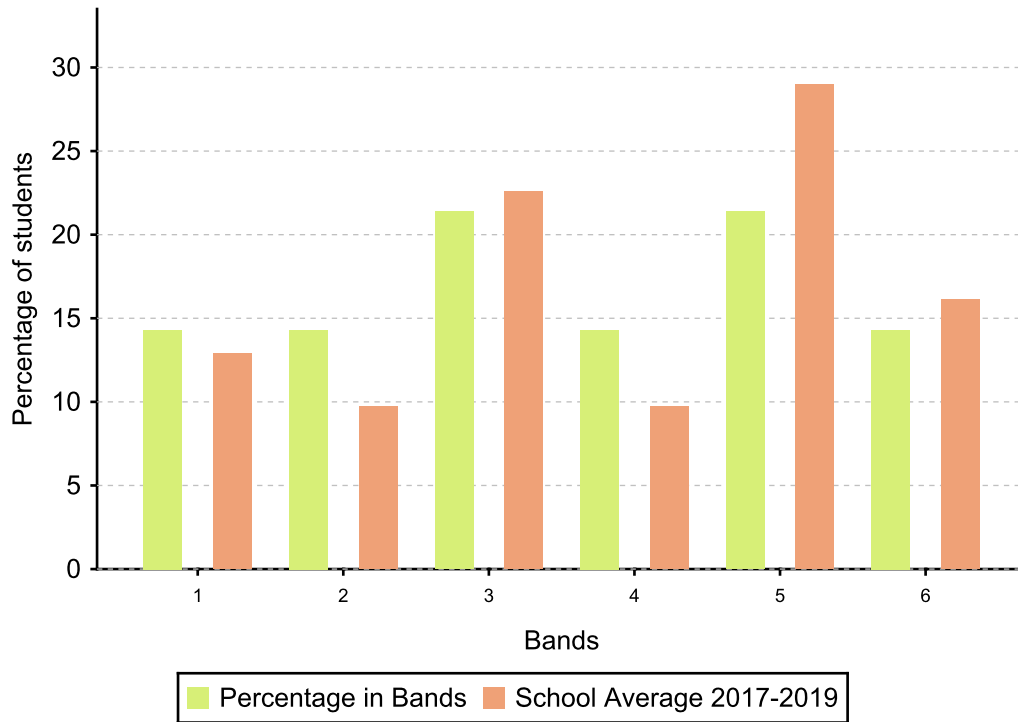
Band	1	2	3	4	5	6
Percentage of students	14.3	14.3	21.4	14.3	21.4	14.3
School avg 2017-2019	12.9	9.7	22.6	9.7	29	16.1

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	14.3	14.3	28.6	7.1	21.4	14.3
School avg 2017-2019	12.9	12.9	29	9.7	22.6	12.9

Percentage in bands:
Year 3 Writing
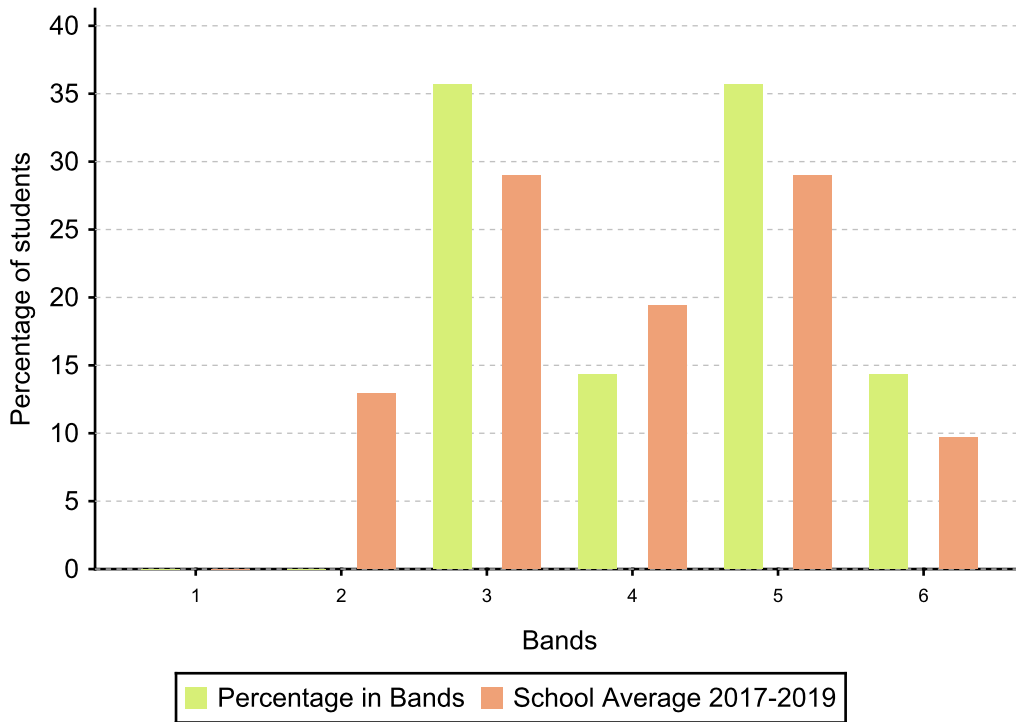
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	35.7	14.3	35.7	14.3
School avg 2017-2019	0	12.9	29	19.4	29	9.7

Percentage in bands:
Year 5 Grammar & Punctuation
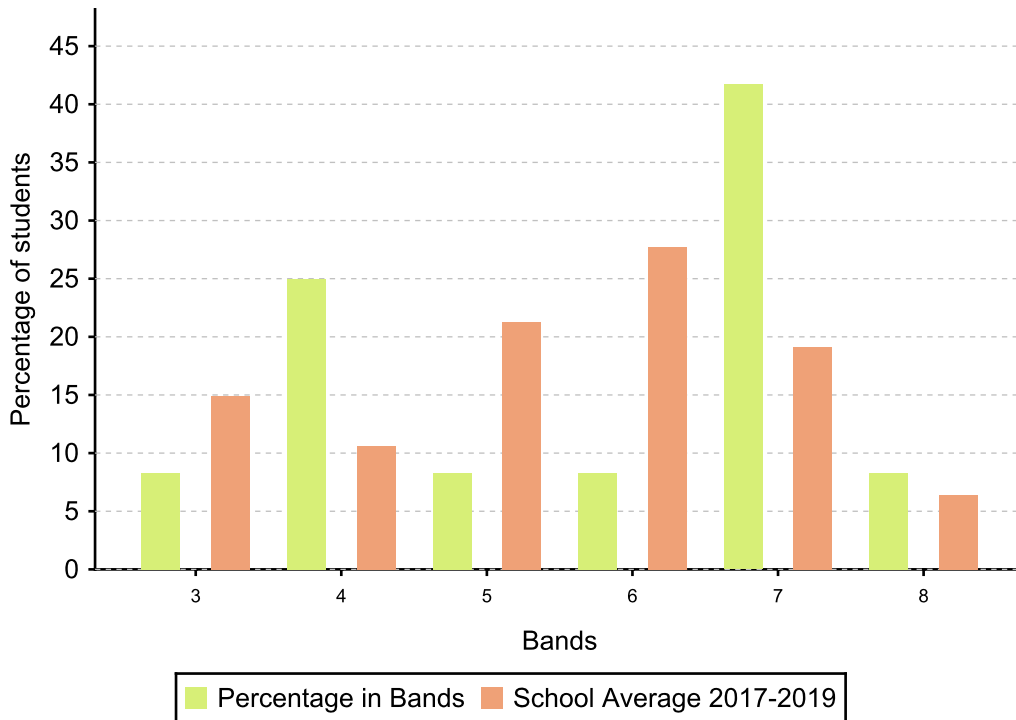
Band	3	4	5	6	7	8
Percentage of students	8.3	25.0	8.3	8.3	41.7	8.3
School avg 2017-2019	14.9	10.6	21.3	27.7	19.1	6.4

Percentage in bands:
Year 5 Reading
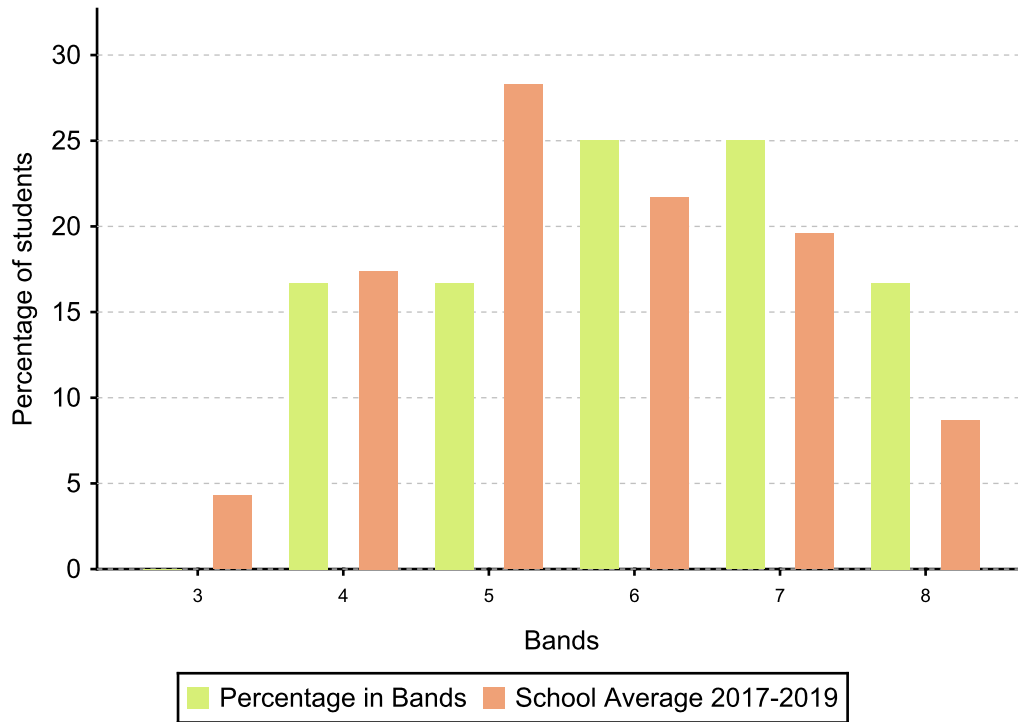
Band	3	4	5	6	7	8
Percentage of students	0.0	16.7	16.7	25.0	25.0	16.7
School avg 2017-2019	4.3	17.4	28.3	21.7	19.6	8.7

Percentage in bands:
Year 5 Spelling
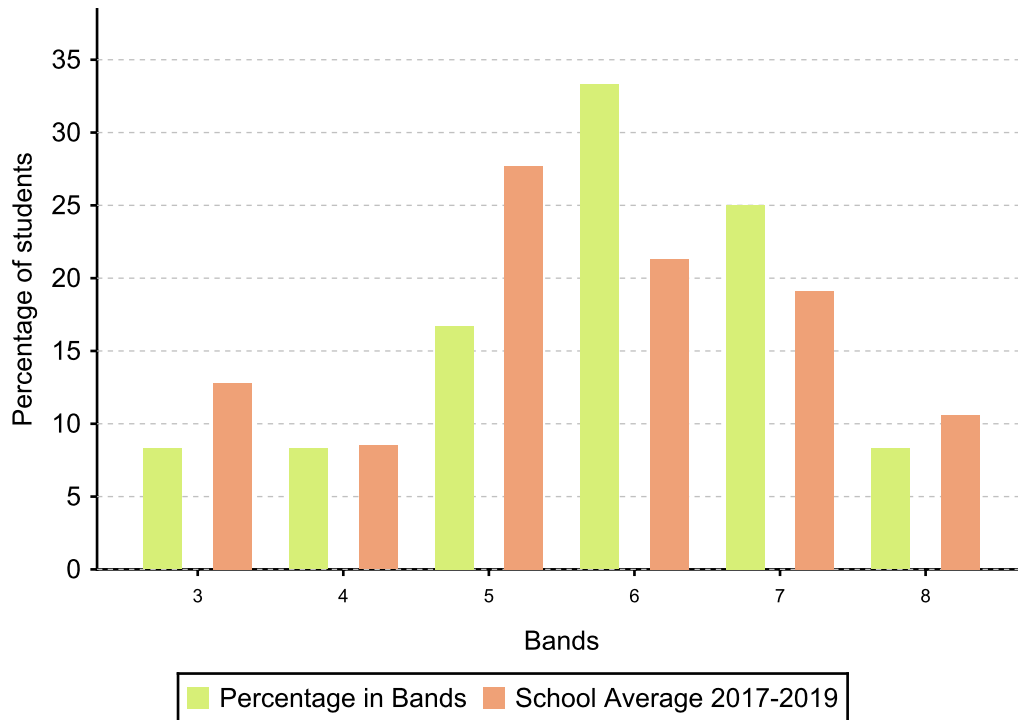
Band	3	4	5	6	7	8
Percentage of students	8.3	8.3	16.7	33.3	25.0	8.3
School avg 2017-2019	12.8	8.5	27.7	21.3	19.1	10.6

Percentage in bands:
Year 5 Writing
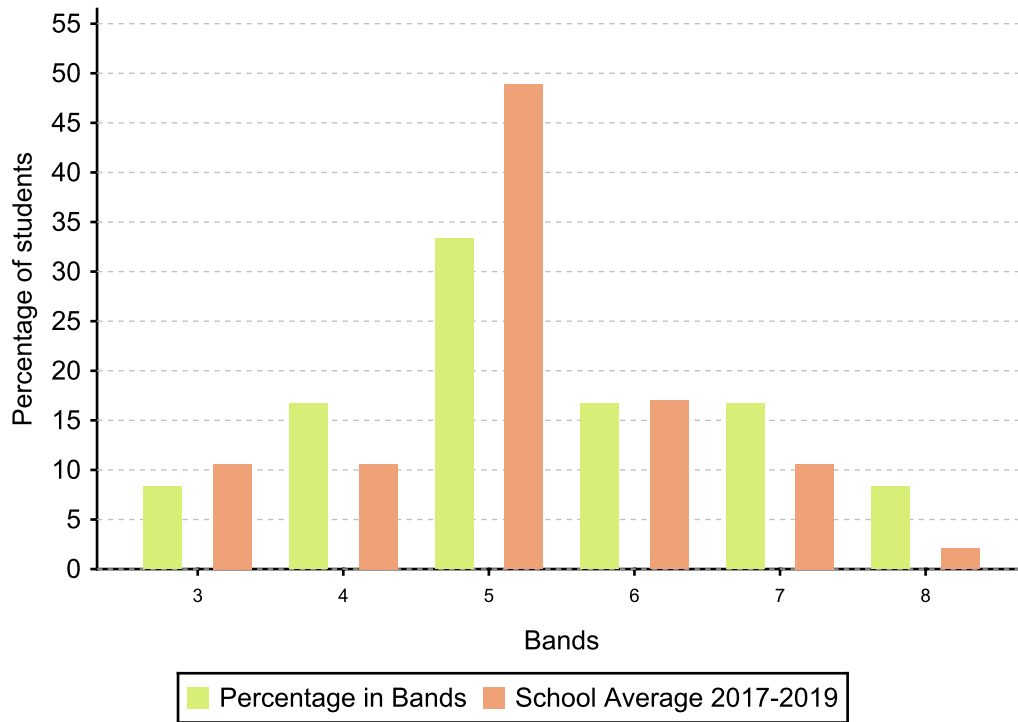
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	33.3	16.7	16.7	8.3
School avg 2017-2019	10.6	10.6	48.9	17	10.6	2.1

Percentage in bands:
Year 3 Numeracy
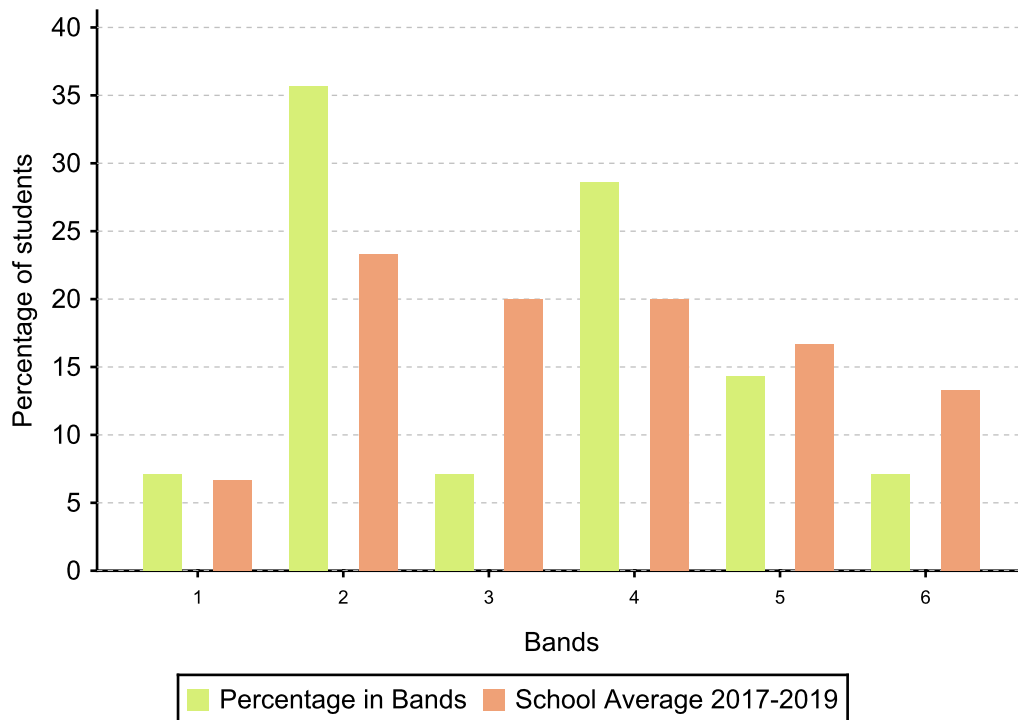
Band	1	2	3	4	5	6
Percentage of students	7.1	35.7	7.1	28.6	14.3	7.1
School avg 2017-2019	6.7	23.3	20	20	16.7	13.3

Percentage in bands:
Year 5 Numeracy
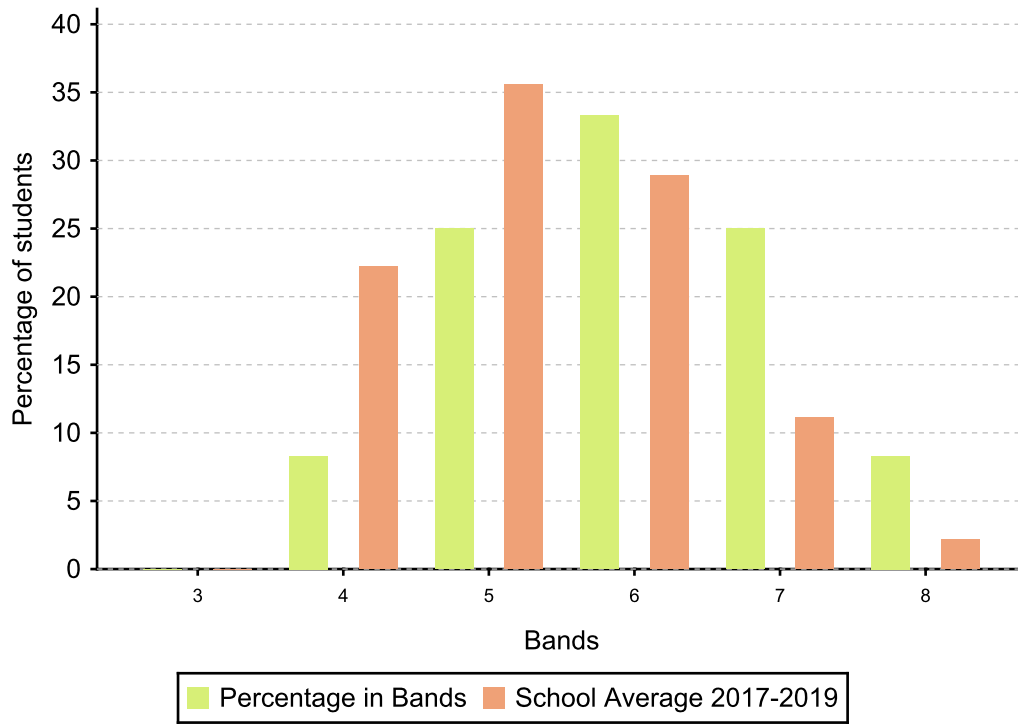
Band	3	4	5	6	7	8
Percentage of students	0.0	8.3	25.0	33.3	25.0	8.3
School avg 2017-2019	0	22.2	35.6	28.9	11.1	2.2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 our school used parent forums for parent forums to collect information. Students used the Tell Them From Me Survey to convey that they felt there was a positive sense of belonging and they have someone at school who consistently provides encouragement, classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them. Teachers are strong collaborators to develop programs that meet student needs that have clear learning intentions and success criteria while monitoring individual and grade progress. Parents feel they can speak to their child's teacher about their child's needs, they are informed about the school rules and are encouraged to attend all school events such as assemblies, sporting events and end of year celebrations.

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.