

# Maclean Public School

## 2019 Annual Report



3946

## Introduction

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

### School vision statement

To be a school with children at the centre of all decision making. To be an engaging and challenging place of learning where teaching practice is of the highest calibre. A school where every child is known, valued and cared for and given a strong foundation in literacy and numeracy. A place where all students are equipped with the skills to embrace creativity, critical thinking, communication and collaboration. A place of capable, adaptive and confident citizens in the making.

We will aspire to the "7 Principles of Learning" (Dumont et al, 2010)

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

### School context

Maclean Public School is in a rural area and has an enrolment of 178 students of whom 25% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 126 and an ICSEA (Index of Community Socio Educational Advantage) of 922.

The school delivers quality educational programs with many opportunities for students to apply their learning to real life situations. Maclean Public School staff is committed to excellence in teaching, leading and learning.

High expectations are promoted across all areas of the curriculum and an emphasis is placed on differentiating learning opportunities to meet the needs of all students.

Student participation and performance in the creative and performing arts is particularly strong. Student performances at local Eisteddfods are outstanding and the school produces a musical and a short film every year.

Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed. The school has established strong links with high schools and preschools ensuring a stress free beginning to school in year 7 and in Kindergarten.

The school continues to be a leader in its Community of Schools in STEM and future focused learning ensuring our students are masters of change and leaders in learning.

## 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

### Teaching

#### Purpose

Highly effective teachers are committed to implementing the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Our purpose is to develop a whole school community that is actively engaged in meaningful, challenging learning experiences to develop, literate and numerate lifelong learners. We will incorporate the principles of 'Visible Teaching and Learning' to guide & direct this.

#### Improvement Measures

85% of students can articulate a response to 'Visible Learning' questions identifying the learning goal, purpose and success criteria.

90% of students achieve learning goals and demonstrate progress on literacy and numeracy continuum.

EAF's data is consistent with state average.

All teaching programs show use of evidence informed pedagogy.

Maths survey data shows increased student engagement in maths activities K–6.

SENA testing shows an improvement in number sense.

Staff and students can articulate and demonstrate Jo Boaler's 7 maths norms.

#### Overall summary of progress

Teachers continue to participate in a Professional Learning Community focussed on research by John Hattie, Jo Boaler and strategies used by Douglas Fisher and Nancy Frey. They are using visible learning pedagogy to improve teaching and learning with a particular focus on learning intentions, success criteria and feedback in all classes. All teachers use student data to program learning activities and students track their own progress via data walls in the classroom. Data is regularly entered and analysed to inform teaching and learning (K–6). Teacher capacity has been enhanced through deeper understanding of high impact teaching strategies informed by the research of John Hattie. The Instructional Leader built the capacity of teaching staff to use PLAN2 effectively to enable teaching and learning activities focussed on individual needs. Teachers and students have continued to develop Maths Mindset based on Professor Jo Boaler's "7 Positive Norms". SENA testing in K–2 has shown improvement in Number Sense. Analysis of K–6 student data has shown that measurement will be a focus next year.

#### Progress towards achieving improvement measures

##### Process 1: *Visible Learning*

Provision of quality professional learning opportunities based upon the work of John Hattie, Jo Boaler, Covey and Carol Dweck

Continued implementation of high quality literacy and numeracy programs including L3 and TEN as per the EAF's model lead by Instructional Leader.

Deliver collaborative and clear learning intentions and success criteria.

All learners are trained to develop personal learning goals to make informed decisions about their own learning.

Teachers engage in the Visible Learning model to deliver the curriculum – surface, deep and transition phases of learning

Utilise data walls to ensure learning is visible across the school.

## Progress towards achieving improvement measures

### Process 1:

Implement consistent assessment practices based around visible learning models and tools.

Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers.

Evaluation	Funds Expended (Resources)
Survey data, teacher programs, and observations show that teachers have a sound understanding of the three phases of learning and the instructional strategies that fit the right phase of learning. Elements of Learning intentions and success criteria are embedded in all lessons across K–6. The three levels of feedback and ways to effectively give and receive feedback are understood by both students and teachers, which has enabled the development of 'assessment capable learners'.	

### Process 2: *Maths and Algebra*

Increase student and teacher engagement in Maths.

Teach Maths effectively and regularly reflect on teaching practice.

Develop a common maths language for the process of learning across the school, including Jo Boaler's 7 Norms Mindsets.

Evaluation	Funds Expended (Resources)
Teachers and students have continued to develop Maths Mindsets based on Professor Jo Boaler's "7 Positive Norms. SENA testing in K–2 has shown improvement in Number Sense. Analysis of K–6 student data has shown that measurement will be a focus next year. The introduction of PAT testing has provided extensive data on student growth and teacher impact.	

## Next Steps

In 2020 all new staff will participate in a Visible Learning induction process. The leadership team will deliver professional learning on the Diagnose, Intervention, Implementation and Evaluation (DIIE) model and the SOLO Taxonomy to build teacher capacity on differentiated learning. The school will also be involved in the Quality Teaching Rounds research being undertaken by the Newcastle University. To ensure further progress regarding our number and algebra process members of the leadership team have joined a COS maths group and the school is involved in state lead professional learning regarding effective practice teaching maths.



## Strategic Direction 2

### Leading Learning

#### Purpose

*"The staffroom needs to be a professional community of scholars working together to maximise each other's success."*  
Professor John Hattie

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The school leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Our purpose is to ensure there are explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations resulting in whole school improvement.

#### Improvement Measures

Leaders identified and roles and responsibilities assigned (Impact Coach, Maths Instructional Leader, Student Wellbeing Team Leader, Early Action for Success Instructional Leader)

School wide system in place to support regular teacher mentoring, coaching and collaboration.

100% of teaching staff take part in 3 classroom observations and 4 Learning Walks receiving a variety of written and verbal feedback.

Professional Learning Community that delivers 50% of staff professional learning needs required to achieve School Plan Improvement Measures in Strategic Directions 1 and 3, established.

#### Overall summary of progress

Our professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The professional learning schedule is collaboratively designed and based on staff and student needs. The school leadership team has established a professional learning community that is focused on continuous improvement of teaching and learning. This PLC has a focus on data analysis and evaluative thinking. We have explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice.

#### Progress towards achieving improvement measures

##### Process 1: *Developing a Professional Learning Community (PLC)*

Provide teachers with the opportunity to lead professional learning in areas of identified strength and/or interest as a foundation for our PLC.

Develop a PLC based on collaboration, sharing and ongoing critical interrogation of teaching practices in line with NESA professional standards.

Ensure the PLC is learning-oriented and that it promotes the growth of teachers and students.

Evaluation	Funds Expended (Resources)
Surveys are developed to evaluate professional learning that is delivered by MPS leaders and teachers. Action plans that include evaluation and actions to share learnings are completed by staff that attend external PL.	

##### Process 2: *Working Collaboratively*

Engage all staff in personalised professional learning through a range of strategies focusing on feedback, self-reflection and evaluation.

Provide opportunities for teachers to share professional practice, aligned to the NESA Teaching

## Progress towards achieving improvement measures

### Process 2: Standards.

Evaluation	Funds Expended (Resources)
The PDF cycle successfully completed for 2019. All staff have acquired professional learning across the teaching standards. This is reflected in NESA data where it shows staff at Maclean Public School have completed the requirements for accreditation at various levels.	

### Next Steps

A procedure is in place for 2020 that includes a schedule for PDP meetings, lesson obs and feedback. A collaborative approach to goal setting to ensure all needs are met, including personal development, school and state targets.

In 2020 the school is participating in a Quality Teaching Rounds research project with Newcastle University. This project includes creating a quality teaching PLC which will run in addition to the already established PLC's.



## Strategic Direction 3

### Future–Focused Learning

#### Purpose

Students who are future focused in their learning have the skills and capabilities to thrive and succeed in a rapidly changing and interconnected world. Students have the capacity to contribute to their school and community, and confidence to shape their own futures.

Our purpose is to connect students and engage their sense of curiosity by systematically planning and delivering learning opportunities and environments that ensure student engagement in creative and critical thinking through collaborative practice.

School wide approaches to physical health and fitness, social skills and friendship, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

#### Improvement Measures

Student survey data shows increased engagement due to flexible learning environments.

Future focussed pedagogies evident in teaching programs.

Students demonstrate fluency in creativity, Innovation, critical thinking, problem solving, communication and collaboration.

Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences.

Students will plant, maintain and harvest a range of vegetables, fruit, herbs and flowers in the school Food Garden. A compost system will be established to recycle lunchbox waste.

Plantings in the Food Garden and other fresh produce will be used by students, staff and community to prepare healthy and nutritious meals for classes and the Kitchen Program.

#### Overall summary of progress

During 2019, stage 1 and 2 classrooms were refurbished to enable flexible learning environments for teachers and students. Teachers continued to participate in "Learning Walks" through each others classrooms noting teaching impact of future focused pedagogy. The STEM coach built teacher capacity as part of a mentoring program which resulted in STEM Kits being created for K–2 classes to use in the classroom. The DoE STEM Share Kit was accessed for Term 1 and professional learning provided by the STEM Share Team at Maclean PS. Whole school learner dispositions with a focus on future learning modes were developed and implemented throughout the school.

#### Progress towards achieving improvement measures

##### Process 1: *Future–Focussed Learning*

Ensure future focussed student learning that is both collaborative and personalised. Enable diverse learning through the provision of flexible and adaptive learning spaces.

Evaluation	Funds Expended (Resources)
The evaluation of future focussed teaching and learning initiatives have shown that both staff and students are utilising flexible learning spaces to connect students and engage in creative and critical thinking through collaborative practice.	

##### Process 2: *Kitchen Garden Program*

Students will plant out small scale seasonal crops in the Food Garden and use the produce to prepare healthy and nutritious meals in the Kitchen Program.

Students will learn about the science of growing plants.

## Progress towards achieving improvement measures

### Process 2:

As an extension of PBL, students will take part in Service Learning activities during lunch time.

Evaluation	Funds Expended (Resources)
The cooking program surveys showed that student engagement is very high and skills are being transferred into their home environments.	

### Next Steps

In 2020 all students from kindergarten to Yr 6 will participate in the KFG program and a life skills program will provide extra lessons for targeted students.

The STEM mentor coaching will continue throughout 2020, with a focus on Stage 1 and 2. STEM share kits have been booked and professional learning for staff is scheduled. Student leaders will provide technology peer support through a lunchtime program.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>AEO – \$68000</p> <p>SLSO \$7000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$7 000.00)</li> <li>• Aboriginal background loading (\$68 000.00)</li> </ul>	<p>The PLP's are relevant and include high expectations for literacy and numeracy growth and genuine cultural goals. The impact of having the AEO working closely with the students and teachers was that more parent and carer involvement was evident.</p> <p>Improved student outcomes and attendance rates for aboriginal students working with the AEO and consolidation of relationships with community organisations.</p> <p>The employment of an aboriginal SLSO was very successful, in that it provided students with an excellent role model and an enhanced understanding of how to develop a healthy lifestyle.</p>
<b>Low level adjustment for disability</b>	<p>SLSO – \$20000</p> <p>Learning Support Teacher – \$30000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$50 000.00)</li> <li>• (\$0.00)</li> </ul>	<p>The emphasis on data driven support has enabled staff to better identify learning needs of students and for students to know what they need to learn. The support of SLSO and Learning Support Teachers has enabled small group targeted teaching to bridge gaps in learning and develop and implement interventions.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$20 000.00)</li> </ul>	<p>BeYou has enabled staff to build capacity and enhanced the school's wellbeing program. Teachers are more confident in dealing with student wellbeing and selecting appropriate teaching tools and resources from BeYou.</p> <p>Learner Dispositions created and embedded throughout classrooms and high impact teaching learning strategies implemented to target areas of need.</p>
<b>Socio-economic background</b>	<p>0.4 Music Teacher \$40000</p> <p>0.4 Teacher facilitating KGP \$40000</p> <p>0.5 SLSO \$30000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$110 000.00)</li> </ul>	<p>All students have access to, and learn how to play a variety of musical instruments. All students have the opportunity to perform and the option to join the school band and other instrumental groups.</p> <p>Students develop the life skills of creating nutritious meals and an appreciation of and knowledge of how food is grown.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	87	84	80	93
Girls	90	80	73	79

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.9	94.8	93	94.8
1	93.2	91.4	92.9	92.4
2	89.9	91.8	91.6	91.5
3	91.3	90.7	92.5	91.5
4	93.6	93.6	91.7	93.5
5	94.6	94.8	90	91.5
6	94.3	90.6	92	92.1
All Years	92.4	92.6	92	92.4
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)	2
Classroom Teacher(s)	5.86
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.02

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	157,548
<b>Revenue</b>	2,273,105
Appropriation	2,190,893
Sale of Goods and Services	11,003
Grants and contributions	69,994
Investment income	1,215
<b>Expenses</b>	-2,213,943
Employee related	-1,967,940
Operating expenses	-246,003
<b>Surplus / deficit for the year</b>	59,162

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	47,510
<b>Equity Total</b>	328,017
Equity - Aboriginal	74,775
Equity - Socio-economic	123,189
Equity - Language	0
Equity - Disability	130,053
<b>Base Total</b>	1,374,650
Base - Per Capita	35,900
Base - Location	3,531
Base - Other	1,335,219
<b>Other Total</b>	224,454
<b>Grand Total</b>	1,974,631

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](https://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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community about the school. We have provided this opportunity through the Tell Them From Me Survey and parent interviews. Unfortunately we did not have enough respondents to the parent survey to provide any data. Anecdotal feedback from parents and the wider school community is positive. Work on effective communication during 2019 has improved home/school relationships. Numbers at fortnightly assemblies and special assemblies including Anzac, Education Week, Grandparents Day and End of Year Presentations have increased. Students survey results show students at Maclean Public School are socially engaged, have positive attitudes towards school with high expectations and are intellectually engaged and have positive relationships with teachers. The survey indicated that students do not value homework as highly as the NSW public norm and as such we will be reflecting on our current homework procedures.

# 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.

The MPS Aboriginal Education Team had another productive year meeting on a regular basis to plan and evaluate programs for our Aboriginal students and expanding it's team members to six staff members.

Students participated in Girls' and Boys' camps run by Yaegl community members and Elders and feedback from all involved was extremely positive.

All Aboriginal students have PLP's, that are relevant and include high expectations for literacy and numeracy growth and genuine cultural goals.

Improved student outcomes and attendance rates for aboriginal students working with the AEO and consolidation of relationships with community organisations.

The employment of an aboriginal SLSO was very successful, in that it provided students with an excellent role model and an enhanced understanding of how to develop a healthy lifestyle.

## 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.

We celebrate the diversity of cultures in many ways including activities as part of the History Syllabus and multicultural events. The Cooking Program promotes the preparing and eating of foods from other cultures and the school Canteen regularly serves multicultural foods. On Harmony Day, children dressed in costumes from around the world and celebrated diversity through language, food, music and dance. Classroom learning programs are also provided to develop the knowledge, skills and attitudes required for a culturally diverse and tolerant society.