

2020 Annual Report

Macdonald Valley Public School



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Introduction

The Annual Report for 2020 is provided to the community of Macdonald Valley 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 vision

At Macdonald Valley Public School we believe:

Our unique setting provides us with opportunities to effectively address the individual differences for all of our students. Our K-6 classroom is a dynamic learning environment where a student's age does not dictate the learning opportunities they are offered. Teaching and learning at Macdonald Valley PS is responsive to the changing needs of our individual students and we take pride in the professional and creative way we work together as a unified staff to assess, plan and program for our students.

School context

Macdonald Valley Public School is a remotely located TP1 Primary school located in the heart of Macdonald Valley. Our school was established in 1845 and is one of the oldest schools in New South Wales. The Hawkesbury River separates our school from other schools in our network. Visitors need to cross the beautiful Hawkesbury River on a ferry to get here.

The school currently has 17 students enrolled across grades K-6 with 7 boys, 10 girls and 5 Aboriginal students.

The school prides itself on striving to provide a personalised learning experience for all of our students. Learning activities are customised to the unique and individual talents of each of our students.

Macdonald Valley PS is fortunate enough to have strong ties with it's community and high involvement in our P&C. The P&C runs our 'Easter Markets' on Easter Sunday each year which has become a highlight of the community calendar.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Personalised Learning

Purpose

Personalised Learning is the result of teachers who are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with highest priority given to evidence-based teaching strategies. Success is evident when the school culture is focused on learning, the building of educational aspiration and ongoing performance improvement is visible to the school community.

Improvement Measures

Students knowing and understanding their learning intentions and success criteria and can articulate their learning in relation to themselves.

Student achievement of more than one year of growth for one years worth of learning as evident in school based tracking systems.

Progress towards achieving improvement measures

Process 1: Draw on Visible Learning research and pedagogical practice to further refine the learning culture within the school.

Evaluation	Funds Expended (Resources)
Programming has been further refined this term so that success criteria and learning intentions are linked to the learning progressions. This has ensured consistency for students across K-6, it allows for improved differentiation for all students and has made the transition between teaching programs and PLAN2 smooth and efficient.	

Process 2: Staff implement and evaluate forms of assessment and how data can be used to inform individualised teaching and learning programs to provide effective feedback to students and engage parents in the education partnership.

Evaluation	Funds Expended (Resources)
Assessment results consistently demonstrate high growth for students. High levels of differentiation and explicit teaching has ensured that students are meeting targets and achieving results above state expectations in NAPLAN and Check-in assessments.	

Process 3: Implement high quality, evidence-based programs in literacy and numeracy to drive student improvement through individualised instruction - EaFS, MultiLit.

Evaluation	Funds Expended (Resources)
High levels of student engagement is evident in our classroom. The high ratio of teaching staff to students has helped allow for targeted instruction and positive growth for students.	

Strategic Direction 2

Quality Collaborative Teaching

Purpose

Quality Collaborative Teaching is evident through building a professionally engaged workforce that is driven by current evidence based practices. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Improvement Measures

- All staff implement John Hattie's evidence based research into their teaching and learning practice.

- * delivered and implemented

All students will have individual learning goals

- * monitoring and evaluating progress for all students

Progress towards achieving improvement measures

Process 1: Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K-6.

MMWaC (small schools) learning community undertake professional learning based on research by John Hattie (Visible Learning).

Evaluation	Funds Expended (Resources)
Student and parent surveys demonstrated high levels of satisfaction and engagement in school. Student interest and needs are addressed with a personalised approach.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$3063	Funding is utilised to provide additional teacher support in the classroom for daily literacy and numeracy programs. This allows for improved student to teacher ratios and personalised learning. Additional teacher support has allowed for both learning support and extension support for our students across K-6.
Socio-economic background	\$12610	SLSO time provided students with quality one on one time to allow for learning support for targeted programs in literacy and numeracy. This initiative also supported student wellbeing and the sense of achievement they gained from being able to track their individualised success. .
Aboriginal background loading	\$8298	In response to student Personalised Learning Plans small group music instruction was funded to allow our Aboriginal students to develop their talents and engage in passion projects in a meaningful and personalised way. Lunch CAPA clubs were also offered to further enhance enjoyment and skill development. Additional teacher and SLSO time was funded to provide the intensive support required to ensure maximum engagement and growth for our aboriginal students. Our local elders were engaged to provide educational and cultural experiences to develop appreciation of Indigenous culture for all students and staff.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	6	7	7	4
Girls	6	8	10	10

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	94.2	96.7	30
1	92.8	85.1	93.8	74.4
2	93.9	97.8	92.7	90.7
3	97.8	93.7	89.5	85.4
4	96.8	98.9	92.9	97.8
5	97.3	96.6	91.6	93.5
6		90.9	90.8	97.8
All Years	95.3	93.2	92.8	85.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6		92.5	92.1	91.8
All Years	94	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	72,216
Revenue	453,442
Appropriation	446,105
Grants and contributions	7,208
Investment income	129
Expenses	-466,419
Employee related	-428,370
Operating expenses	-38,050
Surplus / deficit for the year	-12,978
Closing Balance	59,239

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.

	2020 Approved SBA (\$)
Targeted Total	38,475
Equity Total	34,878
Equity - Aboriginal	8,298
Equity - Socio-economic	12,610
Equity - Language	0
Equity - Disability	13,970
Base Total	305,873
Base - Per Capita	4,089
Base - Location	4,191
Base - Other	297,593
Other Total	64,385
Grand Total	443,611

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Internal surveys to parents, students and staff have provided important feedback for the success of our previous strategic plan as well as potential goals for moving forward.

All stakeholders agreed that teaching and learning at Macdonald Valley were areas of strength. With NAPLAN results exceeding targets and our year six students being accepted into extension high school classes for the past three years. One of our students recently also accepted a placement in an OC (Opportunity Class).

The identified area for improvement was in extra curricula and sporting opportunities. Parents and students suggested that they would like to ways of enhancing our involvement in competitive sport and skill development. This has also been identified by staff as an area for professional development. Steps have already been taken to improve participation in sport and to identify key areas for development.

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.