

2020 Annual Report

Mandurama Public School



2460

Introduction

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

Mandurama Public School provides a high expectations, quality learning environment, with a focus on collaboration and inclusiveness to ensure every student becomes a successful learner and citizen.

School context

Mandurama Public School is a well resourced, small rural school located 30 kilometres from Blayney and 60 kilometres from Orange. It is situated on extensive grounds within a natural bush setting, and is proud of its heritage and excellence in teaching every child. The school enjoys strong partnerships with the local community and other school networks to provide broader learning experiences.

The school's experienced professional staff provide engaging, high quality learning opportunities for all students, in conjunction with a highly committed parent body and wider community support.

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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Improvement Measures

Every student achieves at least one year's growth for a year's worth of learning in Literacy and Numeracy.

There are improved levels of well being to ensure students are connected, to engage in learning and achieve success at school .

Progress towards achieving improvement measures

Process 1: Develop highly explicit, systematic, high quality literacy and numeracy learning that is evidence based so that students, staff and families are aware of and committed to learning growth.

Evaluation	Funds Expended (Resources)
<p>Question: Does the leadership of evidence based practices including explicit teaching impact on the learning growth of every student?</p> <p>Data:</p> <p>Spelling 40% students achieving above expected growth 40% students achieving at expected levels of growth 20% students achieving minimal levels of growth</p> <p>Reading 60% students achieving at or above expected growth 20% students achieving at expected levels of growth 20% students achieving minimal levels of growth</p> <p>Numeracy 40% students achieving above expected levels of growth 60% students achieving at expected levels of growth</p> <p>Analysis</p> <p>This data demonstrates that through improving the differentiation of learning using student learning data and explicit teaching we are enabling most students, including those with disabilities, to achieve at or above expected levels of growth.</p> <p>Students achieving minimal growth have been identified early and received more intensive specialist support and resources as a result.</p> <p>Implications</p> <p>This model will continue for next year, with the inclusion of <i>What Works Best</i> evidence based practices used to further improve these processes. Professional learning in both improving the teaching of literacy and numeracy will continue to form strong foundations in 2021.</p>	<p>Teaching Principal Release - \$ 6 000</p>

Process 2: Implement an integrated approach to student well being in which students can connect, thrive and succeed at each stage of their learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>As a result of our wellbeing initiatives, are our students feeling connected to the school so that they can succeed in their learning and thrive?</p> <p>Data</p> <p><i>Student Survey</i></p> <p>I like coming to school average score 7 out of 9</p> <p>I feel I belong to MPS average score 7.5 out of 9</p> <p>My teachers know how average score 8 out of 9</p> <p>I learn and what to teach me</p> <p>My teachers respect me average score 7.5</p> <p>I know I am a successful learner 50% scores 3-4 50% scores 7-8</p> <p>Analysis</p> <p>Data demonstrates students score very highly for feeling connected to the school but that there is still confusion or misunderstandings about what "successful learning" looks like and how they will know they are a successful learner.</p> <p>Implications</p> <p>Continue with the well-being initiatives to engage students with their learning into 2021.</p> <p>Investigate how best to support student understanding about themselves as successful learners through "What Works Best" practices, including the use of visible learning and quality feedback in the classroom.</p>	<p>Releasing Teaching Principal - \$5825</p> <p>Student Learning Support Officer - \$25569</p>

Process 3:

Evaluation	Funds Expended (Resources)

Next Steps

In 2020 staffing was organised for all teaching staff to meet on the same day to collaboratively design high quality literacy and numeracy programs based on identified student learning needs. This will continue in 2021 so that all staff will engage in quality professional learning to better understand the numeracy and literacy progressions and how to best teach literacy and number in a K-6 classroom.

Current initiatives to improve student engagement in their learning will continue into 2021. Students will be supported to define themselves as successful learners through "What Works Best" practices, including the inclusion of visible learning principles, including feedback and growth mindset initiatives.

Strategic Direction 2

Teaching

Purpose

To provide an engaging environment where evidence based practice is embedded into teaching programs and a culture of reflective practice exists.

Improvement Measures

All teachers are using evidence informed teaching strategies to improve the quality of learning.

All parents and carers actively contribute to the school culture.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice

Teachers are committed to identify, understand and implement the most effective evidence based teaching strategies.

Evaluation	Funds Expended (Resources)
<p>Question.</p> <p>Are all teaching staff competent in providing engaging classrooms that differentiates learning for every student?</p> <p>Data</p> <p>Teaching staff report that their competencies in planning the assessments needed to identify student goals in Maths has improved.</p> <p>There has been increased usage of ALAN to record and monitor student achievement so that learning in the classroom is engaging and relevant.</p> <p>The majority of students report that their learning is at "the just right" levels for English and Maths.</p> <p>Staff evaluations indicate improved knowledge and skills to use high impact teaching practices such as <i>setting goals</i> and <i>explicit teaching</i> to engage students in their learning.</p> <p>Evidence of lesson adaptations to better meet the learning needs of all students.</p> <p>Students with disabilities have improved engagement in their learning data compared to 2019.</p> <p>80% of students achieving at or above expected levels of growth, including students with disabilities.</p> <p>Analysis</p> <p>This initiative has resulted in the use of high quality teaching practices in the classroom.</p> <p>Implications</p> <p>Continuation of the collaborative model for teaching will continue in 2021, with further improvements to teacher quality being guided by "What Works</p>	<p>Teaching Principal Release - Professional Learning \$4273 + QTSS \$1641</p>

Progress towards achieving improvement measures

Best" research.

Regular opportunities for feedback will be planned to continually improve how we provide the best learning environment.

Process 2: School and Community

School structures are developed and implemented to support student learning through improved school and community partnerships.

Evaluation	Funds Expended (Resources)
<p>Question: Are parents and the community engaging in school activities and in their child's learning?</p> <p>Data</p> <p>Every student was supported by parents to engage in their home learning program during the COVID19 crisis</p> <p>On average, 80% of parents attended ZOOM parent meetings which included online guest speakers presentations requested by parents</p> <p>Parents reported that they were very satisfied with the school</p> <p>Online Assemblies were attended by 80% of parents on average</p> <p>Staff have contact with families at least once a week through online Parent Memo text messages</p> <p>Analysis</p> <p>Parents appear to be interested and involved in their child's learning and with the school.</p> <p>Implications</p> <p>Continuation of the systems and structures being used to engage and involve parents will continue with all staff encouraged to create opportunities to include parents and the community into school learning programs.</p>	<p>Assembly and Presentation Day resources \$500</p>

Next Steps

In 2021, collaboration will continue to be the key to developing a high expectations school culture with aspirational expectations so that students are supported to achieve strong success in their learning. Further collaboration with staff, parents, students and the community will ensure that students are motivated to perform at their best. With new research underpinning school discipline codes, our learning community will be revising the school's discipline code to ensure consistency and fairness for all students to learn in a safe and challenging environment. This will be developed with reference to "What Works Best" and current research.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Aboriginal Background \$5374</p>	<p>Question: Has the appointment of a Communications Officer (Aboriginal) increased knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia in our school?</p> <p>Data:</p> <p>Communications Officer established relationships between the school and the community so that higher levels of participation in school events by members of local Aboriginal communities resulted</p> <p>Communications Officer was employed in our Library and improved our collections to reflect more modern cultural texts including "Young Dark Emu". Library lessons were designed to complement the classroom programs with heavy emphasis on our indigenous histories, cultures and impacts.</p> <p>Wiradjuri Country sign designed by past students (Aboriginal) in collaboration with local artist/elder opened by Wiradjuri elder with staff and students in attendance.</p> <p>High levels of staff and student engagement to improve their understanding about the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First People of Australia.</p> <p>Evidence of learning programs that are inclusive of Aboriginal and Torres Strait Islander cultures and history</p> <p>Evidence of strong school-family relationships with all parents to improve the learning of every child, including our Aboriginal students and families</p> <p>All students score highly for feeling they belong to the school and are respected by staff at school</p> <p>Successful transition from year 6 to year 7 for all students, including those with learning disabilities</p> <p>Analysis</p> <p>Data indicates that the development of this position has greatly increased student learning about Aboriginal and Torres Strait Islander cultures, histories and experiences. All students feel they are respected and that they belong and regularly engage in their learning as a result.</p> <p>Implications</p> <p>The continuation of strong relationships</p>

Aboriginal background loading	Aboriginal Background \$5374	between the school and the local Aboriginal community is vital in forming respectful relationships and understanding Aboriginal and Torres Strait Islander cultures.
Low level adjustment for disability	Low Level Adjustment for Disability \$14 507	<p>Question Do our school processes and structure support the learning of all students, including those with identified disabilities?</p> <p>Data</p> <p>Every student with disabilities achieved their had Individual Education Plan goals that were developed in consultation with parents, students and specialist staff</p> <p>Every student engaged in their learning in the home learning environment (COVID19)</p> <p>All staff professionally trained to improve their knowledge and skills to support students with disabilities including committing to the principles in the Disabilities' Standards for Education</p> <p>All students, including those with disabilities, report they feel they belong and are respected at the school</p> <p>Extra employment of SLSO to support students achieve Individual Education Plan goals</p> <p>All students with disabilities demonstrating improved engagement in their learning and at or above expected levels of literacy and numeracy growth as a result</p> <p>Parents report high levels of satisfaction with the school in providing a safe, challenging learning environment for their children</p> <p>Evidence of LST meetings with expert staff, parents and the students</p> <p>Successful transition of student with disabilities into High School</p> <p>Analysis</p> <p>Students with disabilities thrived as a result of highly trained teaching staff and well-structured learning environments. Students engaged in their learning, including engaging in Year 7 transition experiences with the necessary support.</p> <p>Implications</p> <p>Continuation of the school's inclusive practices and the continual improvement in teacher knowledge to best teach students with disabilities. A whole school review of the Discipline Code that is fair, consistent and inclusive will continue to support every student's wellbeing and improve school community understanding about current research and best practice.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS \$1641</p>	<p>Question</p> <p>Has the release of the Teaching Principal to be an Instructional Leader improved the skills and knowledge of all staff?</p> <p>Data</p> <p>Evidence of more differentiated K-6 programs that meet needs of students with additional learning needs.</p> <p>Most students achieving at or above expected growth in literacy and numeracy learning with targeted interventions developed for students demonstrating minimal growth</p> <p>Improved teacher knowledge and skills in classroom management and explicit teaching</p> <p>Improved consistency in teacher planning and teaching</p> <p>Increased levels of individual student assessment and monitoring</p> <p>Analysis</p> <p>Releasing the Teaching Principal to be an instructional leader for teaching staff has ultimately resulted in the successful engagement of students in their learning so that almost all students achieved growth at or above expected levels in literacy and numeracy.</p> <p>Implications</p> <p>Continue to use this collaborative instructional leadership model to further improve the teaching skills of staff in 2021.</p>
<p>Socio-economic background</p>	<p>Socio-economic background \$11 825</p>	<p>Question</p> <p>Have all students, regardless of socio economic circumstances, achieved at or above expected growth in their learning?</p> <p>Data</p> <p>Personalised Attendance Plans for students causing concern resulted in approved attendance.</p> <p>Individual Learning Support programs including referrals to other expert professional staff.</p> <p>Regular monitoring of learning and attendance data resulted</p> <p>Evidence of school giving families support to access services to improve student wellbeing</p> <p>Evidence of meetings with parents to develop open communication to improve student learning and wellbeing</p>

<p>Socio-economic background</p>	<p>Socio-economic background \$11 825</p>	<p>A wide variety of communication modes with parents including newsletters, texts, and verbal conversations</p> <p>Development of a "Parent Hub" to give families access to the online technology and information needed to support their families</p> <p>High levels of parent satisfaction with the school's reporting and communication processes</p> <p>High levels of parent engagement with the school</p> <p>Analysis</p> <p>All parents engage with our school. Every student's learning is monitored and interventions are planned to improve the learning of any student not achieving at expected levels.</p> <p>Implications</p> <p>Continuation of these initiatives will ensure that all students can access and succeed in their learning in an inclusive and respectful learning environment. Families and students will be continually asked for feedback to improve our school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	3	4	3
Girls	6	5	5	4

Student attendance profile

School				
Year	2017	2018	2019	2020
K	100	84.2	88.4	93
1	95.8	100	79.2	
2	100	95.8	94.8	
3	93.2	100	77.6	100
4	88.9	87.6	96.7	
5		87.6	70.7	100
6			79.2	89.8
All Years	93.9	91.3	83.5	96.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	
2	94	93.5	93	
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	
5		93.2	92.8	92
6			92.1	91.8
All Years	94	93.5	92.8	92.1

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	14,023
Revenue	408,104
Appropriation	399,032
Sale of Goods and Services	233
Grants and contributions	8,792
Investment income	47
Expenses	-393,880
Employee related	-350,213
Operating expenses	-43,667
Surplus / deficit for the year	14,223
Closing Balance	28,246

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	33,291
Equity Total	31,706
Equity - Aboriginal	5,374
Equity - Socio-economic	11,825
Equity - Language	0
Equity - Disability	14,507
Base Total	309,972
Base - Per Capita	2,165
Base - Location	6,780
Base - Other	301,027
Other Total	23,862
Grand Total	398,831

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

Parents, students and staff are continually consulted about how to improve our school's performance. Consultation with parents, both formally through parent meetings and informally, is ongoing and has resulted in decisions about managing home learning during the COVID crisis, developing interschool initiatives, and developing the new 2021-2024 School Improvement Plan.

All staff have also been continually consulted about how they can contribute to the improvement of our school so that we ensure a happy, productive, high expectations school environment. Through staff attending professional learning, there have been demonstrated improvements in knowing our students and committing to their learning.

Students have been consulted about their connections with our school. Almost all of the students score very highly with the statements "they belong to the school", "staff are respectful and listen to me" and "learning is just at the right level for me". Staff report that they enjoy coming to school and that they have positive relationships with the school and the students.

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.