

2020 Annual Report

Manifold Public School



2464

Introduction

The Annual Report for 2020 is provided to the community of Manifold 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

Excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Students travel from the North Casino and Bentley areas to attend Manifold Public School. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools (C.L.A.S.S.) and P-12 Rivers schools. The school community is looking forward to it's involvement with the acclaimed One Schools Network of schools to further develop connections for students and staff. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino, Kyogle and Richmond River High Schools.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Our purpose is 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

- 1. Every student achieves a year's growth for a year's learning through a self-centred and self-directed approach.**
- 2. Improved data reflecting positive outcomes of student well-being and engagement.**

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student centred and self- regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year's worth of learning.

Evaluation	Funds Expended (Resources)
SCIENCE DAY - Students connect with science activities at a planned Science Day. Students Evaluation - All students enjoyed the hands on activities. Teachers' Evaluation - Students engaged and reported the content was appropriate. Any suggestions for future - student and parent enthusiasm was high. Recommended for 2021.	Presenter - Fizzics Education - \$1000

Process 2: Student Wellbeing

Strategic use of elements from Positive Behaviour Language (PBL) to promote student well-being.

Evaluation	Funds Expended (Resources)
STUDENT LEADERSHIP- Year 6 Transition to High School Year 5 & 6 students attended the Halogen Student Leader Conference in Brisbane and The Rivers Roadshow during Term One. All students used the experiences to reflect on their role as a leader and what they will commit to as a leader during 2020. The Rivers Roadshow was also an opportunity to engage with secondary school teachers and peers from other schools.	Leaders Excursion \$ 2 000 The Rivers Roadshow

Strategic Direction 2

Teaching

Purpose

Our purpose is to develop skills with implementing digital technologies to deliver quality teaching practice that is engaging and evidenced based.

Improvement Measures

1. **Quality teaching as evidenced by a greater range of examples of practice from selected teaching standards.**
2. **Teachers using evidence informed teaching strategies which utilise digital technologies.**

Progress towards achieving improvement measures

Process 1: Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
MUSIC MENTOR PROGRAM - continuing the school's involvement from 2019. This program did not eventuate.	Engaging an experienced music teacher for 6 half days(\$3500) to work with teachers on extending the classroom music program and support teachers with the organisation of the Term 3 CAPA item.

Process 2: Data skills and use

Student assessment data is regularly used school and Network-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
The school was participated in the external validation process during 2020. Feedback provided assisted the school to identify areas of future improvement.	Principal Release (10 days) Teacher release (2 x 3 days)

Process 3: Professional Learning

Building structures within our school and across the network of schools to enhance collaboration.

Evaluation	Funds Expended (Resources)
VOCAL EASE PROFESSIONAL LEARNING - Attendance at a Vocal Ease PL session. K-3 Music movement activities incorporated into the daily program. 4-6 Mini Music incorporated into Term 2 Program. Music planned for Term 3 CAPA Program.	Casual teacher to release teachers (\$1000)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	4 classroom teacher release (\$2000)	<p>DEVELOPMENT & IMPLEMENTATION OF HOME LEARNING PROGRAMS</p> <p>The school had 75% of students completing most Working from Home tasks for a 5 week block. These tasks were either completed at home or under teacher supervision at school.</p>
Quality Teaching, Successful Students (QTSS)	2 casual teachers employed for one day.	<p>LEARNING HUB -Teachers engaging with Professional Learning Resources form the DET Learning Hub site.</p> <p>Both full time teachers engaged with Professional Learning resources.</p>
Socio-economic background	Payment for provider. (\$1 000)	<p>REWARDS DAY</p> <p>This activity did not take place due to Covid restrictions.</p>
Aboriginal background loading	2 casual teachers employed for 2 days (\$2000).	<p>INTEGRATED UNIT REVIEW - Review of aboriginal perspectives identified in KLA integrated units of learning.</p> <p>This activity did not take place due to time constraints.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	25	24	17	17
Girls	16	15	9	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.4	89.6	83	88.1
1	97.6	88.1	87.7	
2	91.7	96.6	81.3	81.8
3	92.4	91.8	93.8	83.9
4	97	92.8	90.8	94.2
5	92.5	94.8	89.2	92.3
6	98.9	93.3	82.6	88.9
All Years	93.1	92.4	88.1	88.5
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	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	93.3	92.5	92.1	91.8
All Years	93.9	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)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	101,856
Revenue	623,300
Appropriation	616,320
Grants and contributions	6,946
Investment income	33
Expenses	-670,978
Employee related	-546,472
Operating expenses	-124,506
Surplus / deficit for the year	-47,678
Closing Balance	54,178

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	46,635
Equity Total	57,539
Equity - Aboriginal	7,965
Equity - Socio-economic	34,479
Equity - Language	0
Equity - Disability	15,094
Base Total	486,175
Base - Per Capita	6,253
Base - Location	1,243
Base - Other	478,679
Other Total	17,525
Grand Total	607,873

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

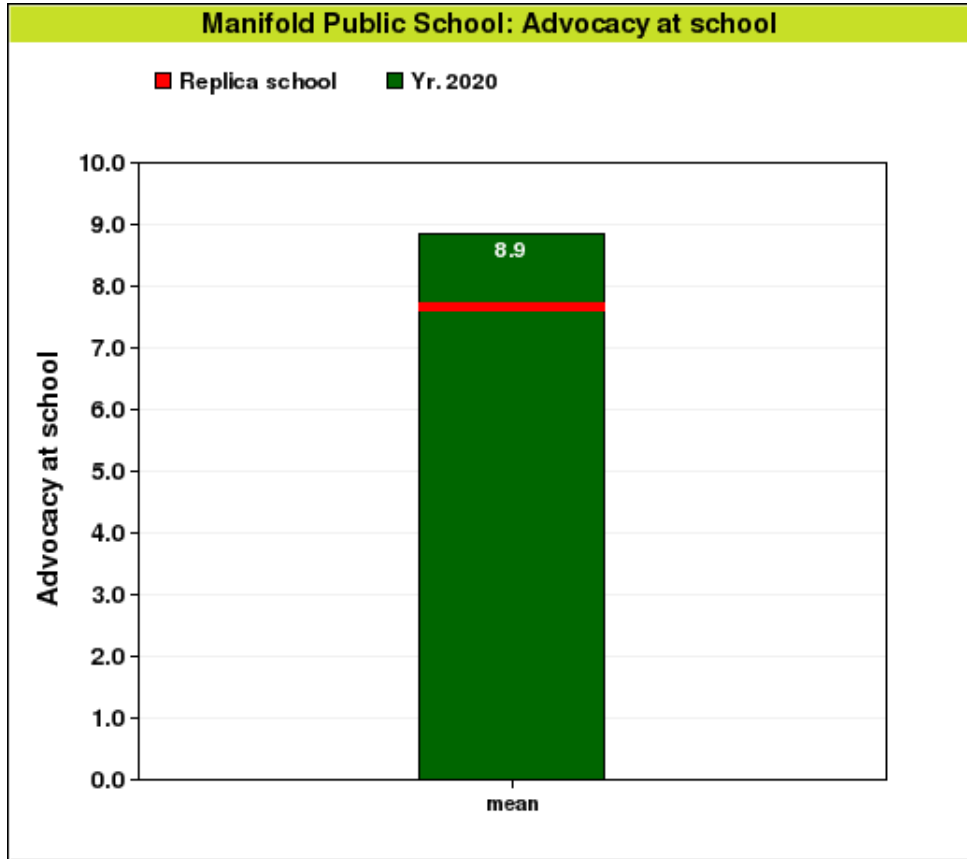
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

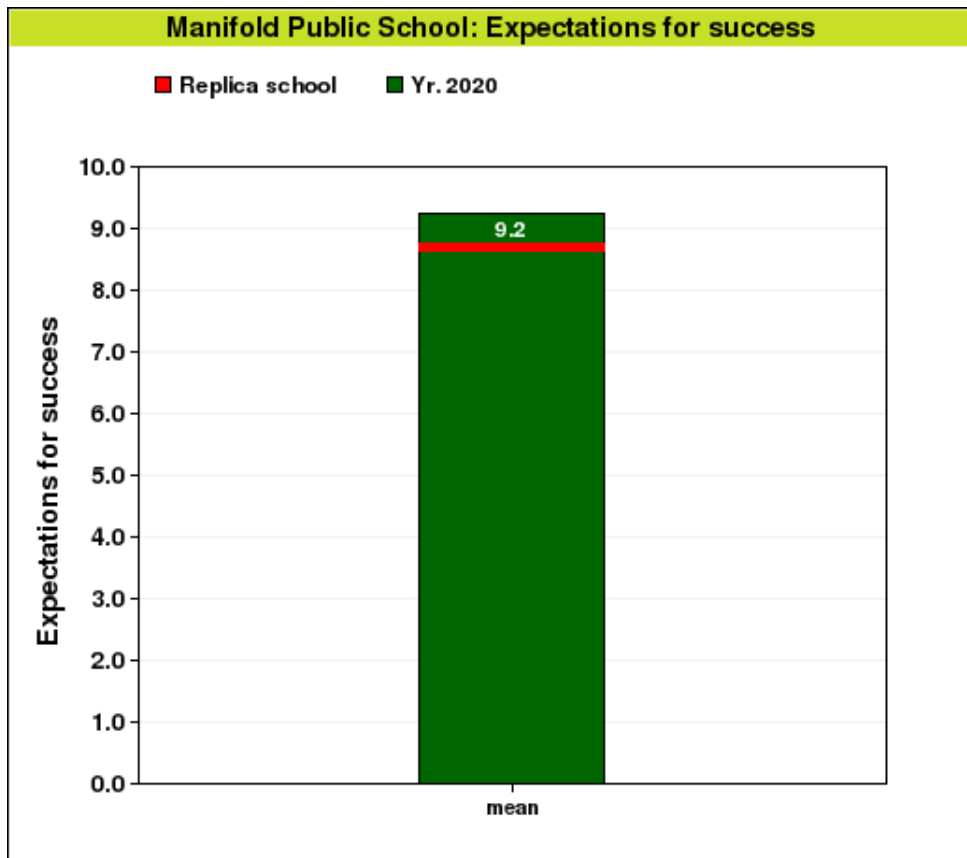
Parent/caregiver, student, teacher satisfaction

Student data collected. See below graphs for student responses and categories.

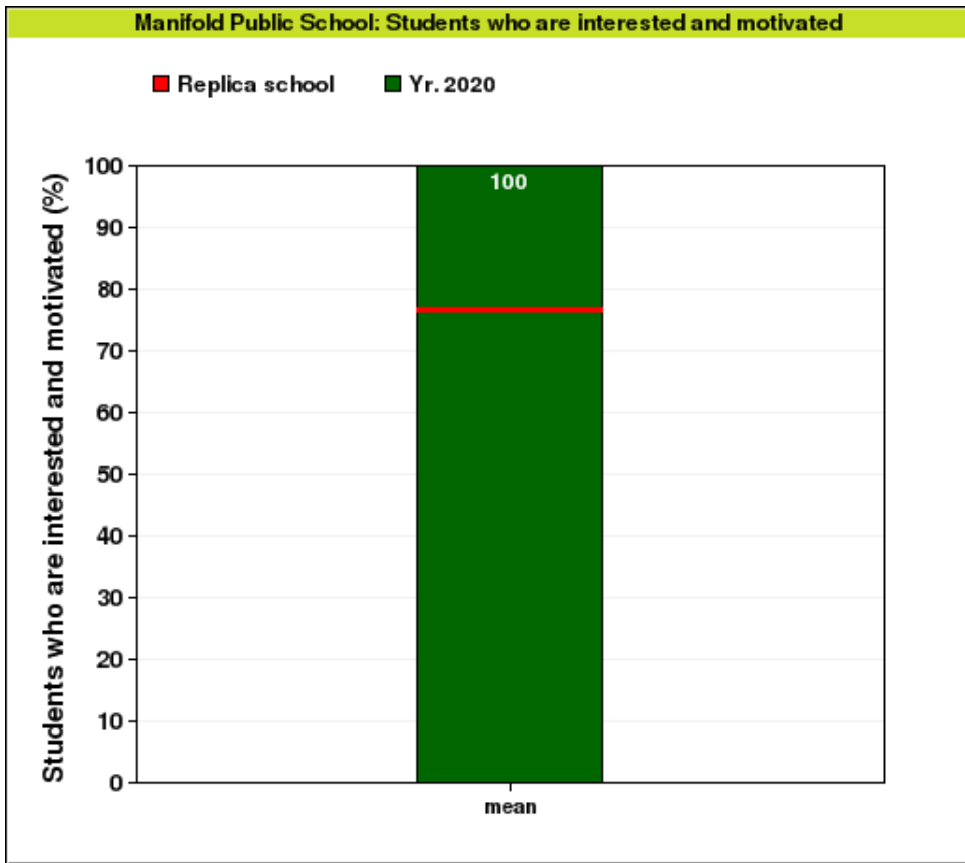
Insufficient responses registered for the parent survey to show results.



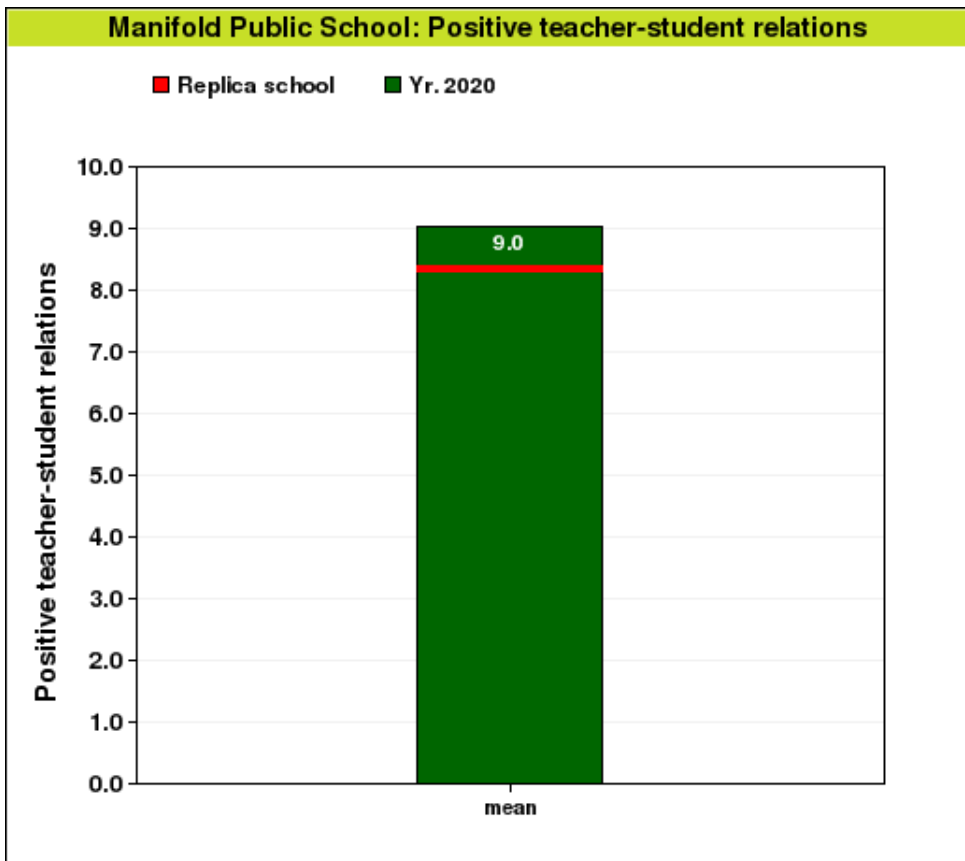
Advocacy at School



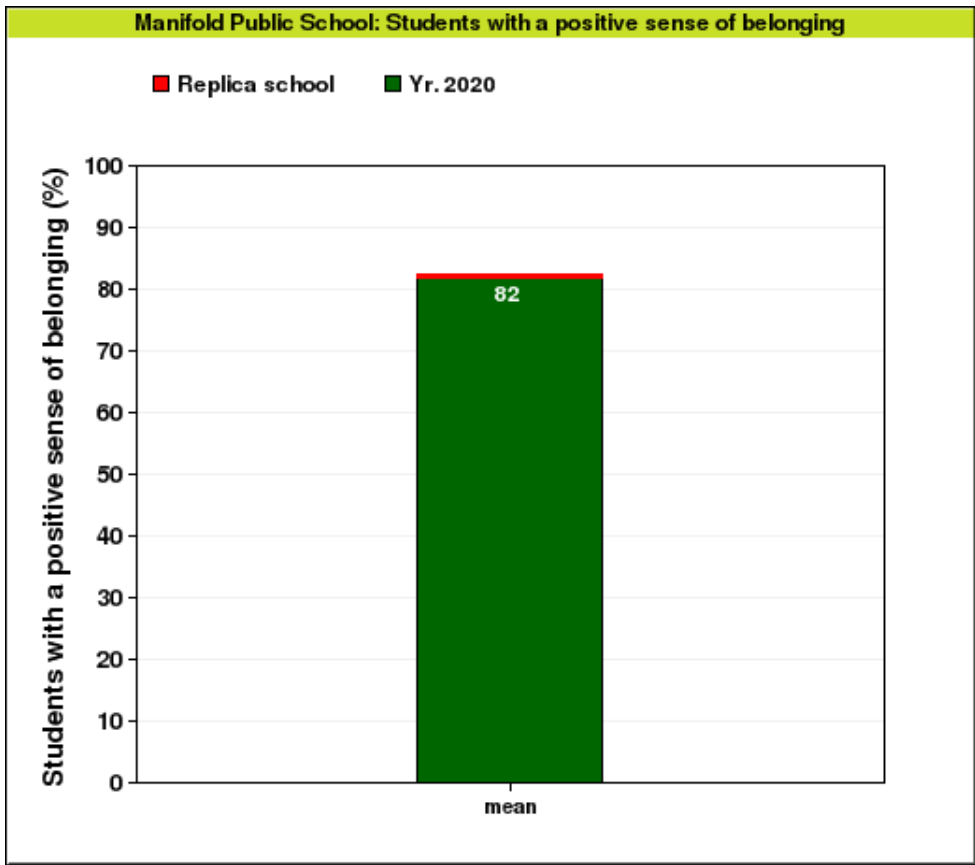
Expectations for success



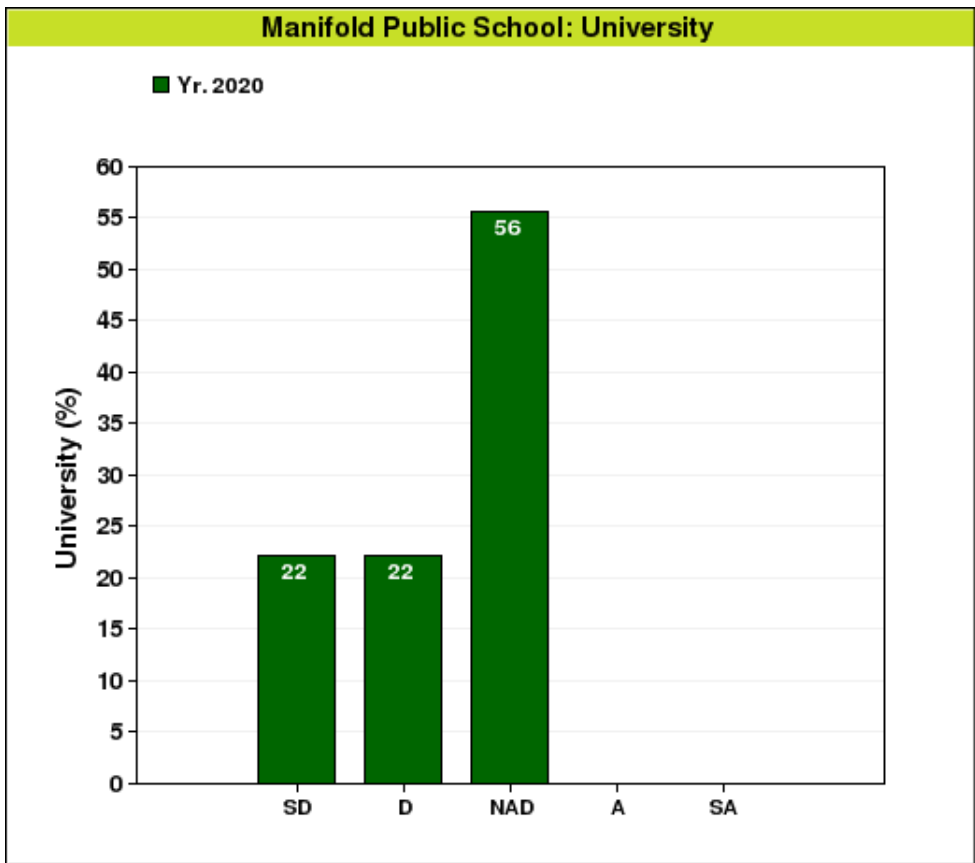
Students who are interested and motivated.



Positive teacher-student relations.



Sense of Belonging



Future plan of attending university.(SD= Strongly Disagree/D = Disagree/NAD = Neither Agree or disagree)

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.