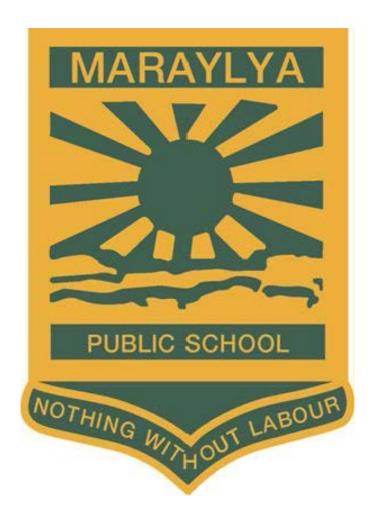# 2020 Annual Report

Maraylya Public School

2472

Introduction

The Annual Report for 2020 is provided to the community of Maraylya 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 Maraylya Public School we provide a caring and supportive environment in which each student has access to engaging and inclusive educational programs that will allow them to become the independent, self monitoring, resilient,creative and collaborative learners required of them both now and in the future.

School context

Maraylya Public School has been providing quality education since 1868. Our school has an enrolment of 113 students and is situated in the Hawkesbury district, in Sydney's rural north-west. We have the benefit of an experienced teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Delivering

The school has reflected carefully on in regards to our progress along the School Excellence Framework, through a post-Covid19 lens to discover areas requiring deeper focus to bring about sustainable improvement.

Strategic Direction 1

Excellence, Independence and Visibility in Learning

Purpose

To engage all students in meaningful, challenging and transformative learning experiences, in which personal skill development and progress is visible to the learner, affording the learner self-reflective and independent learning practices across the curriculum.

Improvement Measures

All students reaching expected growth targets.

Achieving Expected Growth Reading 77.5%

Achieving Expected Growth Numeracy 66.9%

100% of students setting realistic learning goals and monitoring progress towards them.

Improved student engagement, sense of belonging and advocacy evidenced through TTFM surveys

Wellbeing Target 100.0%

Increasing the number of students reaching proficient level in external assessments in Literacy and Numeracy

% Students in Top 2 Bands Reading 57.00%

% Students in Top 2 Bands Numeracy 51.50%

Progress towards achieving improvement measures

Process 1:   Engage students in explicit Visible Learning experiences to equip them with the necessary skills to develop further independence in learning including Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
All students understand exactly what a good learner is through discussions, displayed information, practice and evaluation. Students recognise and exhibit key learning dispositions exhibited through student surveys and observable common language. Demonstrate at least one year's growth for one year's learning on internal and external assessment tasks.	**Funding Sources:** • Professional learning ($3200.00)

Process 2:   Equip students to see the value in adopting a growth mindset, so as to train themselves to see the value in perseverance in their learning. Students are able to use the language of a positive outlook with which to organise and articulate progress through learning.

Evaluation	Funds Expended (Resources)
Our Process 2 was not formally examined as a stand alone activity during 2020.	

Next Steps

The school's next steps include a greater focus upon the **Dispositions of Learning** and aligning these with the **Wellbeing Framework** as a path towards our emerging **independent learners** being further supported to **sustain the skills and habit**s developed in primary school well in to the future.

- • Visible Learning aligned to Wellbeing

- Sustainable practices developed for beyond primary school
- Further community understanding of how dispositions support learning

Strategic Direction 2

Leaders of Learning Across the Community

Purpose

To promote, build and sustain leadership in learning in order to build capacities and skills of colleagues, students and the community to heighten program effectiveness, support student learning and effect transformative change.

Improvement Measures

100% of teaching and learning programs to reflect a strong link to visible learning practice including learning intentions, success criteria and use of authentic feedback.

Growth in community understanding of current educational practice including Visible Learning theory, evidenced through targeted surveys which reflect the empowering of families to further support learning in an informed and confident manner.

Community observance of increased independence in student learning with evidence of improved self monitored and purposeful learning.

Attendance target 89.30%

100% of staff identifying professional goals and being empowered to fulfil their achievement through targeted professional learning opportunities and research.

Progress towards achieving improvement measures

Process 1: • Encourage authentic parental involvement in a variety of ways to understand and further support visible learning skills and practice. in order to support their child's independent learning.

Evaluation	Funds Expended (Resources)
• Anecdotal positive feedback was provided by parents around their involvement in children's learning during covid home learning. While there is more to achieve in this area, the school is starting to equip families in how to best help their child learn from or at home. • Positive feedback for the school's degree of communication in terms of timeliness, regularity and depth obtained via Konnective communication App' and verbally.	TTFM

Process 2: • Strengthen systems and processes that enable staff to identify professional goals and plan effective associated learning, evidenced in practices that reflect the professional standards for teachers.

Evaluation	Funds Expended (Resources)
Professional learning was realigned during Covid19 restrictions in line with NSW Health guidelines. While professional learning was achieved internally and online, further opportunities will be investigated as guidelines allow. Much of the learning was based in our commitment to the Visible Learning work made possible by Corwin. The staff were also more focussed on how to best deliver curriclum to students both at and away from school. A uniquely challenging year for all.	

Process 3: • Empower students to be leaders of their own learning through them understanding and employing Visible Learning practices.

Evaluation	Funds Expended (Resources)
Learning dispositions were explicitly taught and widely advocated. Students and families have shown to have a growing sense of the value of these	Printing Resources for posters etc

Progress towards achieving improvement measures	
dispositions as the need arises. Parental surveys from the end of the year and through the parent teacher interview process indicate a growing community knowledge in response to the evidential language used by students and staff.	

Next Steps

The school continues to be committed in its approach to helping families support learning from or at home. While supportive families help to create great learners, the school aims to assist them in finding the balance and purpose for setting and working towards goals and gaining independence in learning.

- Parent teacher conversations to highlight goals, growth and attainment
- Reporting each semester to be reviewed - meaningful methods sought to provide greater clarity
- Heightened and targeted professional learning aligned to the new school plan in a timely, cost effective and resourceful manner

Strategic Direction 3

Effective Leading of Systems and Processes

Purpose

To acknowledge, develop and further implement the use of departmental and school-based systems for efficient and effective educational delivery in a small school context.

Improvement Measures

Improved school wide processes are evident and used effectively with a view to enhancing educational delivery, ensuring the best outcomes for students.

100% of staff performance visibly improved through the PDP process with access to necessary learning apparent through Scout and teacher observations.

100% of students to demonstrate growth in key areas of learning through use of assessment and monitoring processes at appropriate intervals.

Improved community perception of school's communication efficiency.

Progress towards achieving improvement measures

Process 1: Further strengthen the systemic way of collecting and analysing internal and external data across the school to further inform regular evaluation of student progress and milestones.

Evaluation	Funds Expended (Resources)
Student check in assessment indicates that those assessed achieved to a high level, despite the disruption to learning throughout the year. In many ways, there was a developing focus on explicit teaching and learning without the distraction of activities that can add to a loss of focus. The use of check in style assessments for grades 3 and 5 provided a clarity of information for not only achievement but next steps in learning. The school responded to findings using literacy and numeracy funding to help close learning gaps identified by assessments.	Teacher time to analyse assessment results. **Funding Sources:** • Literacy and numeracy ($1080.00)

Process 2: Best practice in the delivery of communication to students, staff and community to ensure authentic feedback, structured process and information respectively.

Evaluation	Funds Expended (Resources)
Surveyed community members have indicated that while they were generally pleased with the level of communication, at times the timeliness of such communication was wanting. This will continue to be addressed through future planning around service delivery.	Konnective App'

Next Steps

- School to investigate systems of data collection, storage and retrieval for efficiency of use.
- Professional Learning sought in further data use and analysis
- Greater alignment to the Learning Progressions - Professional Learning accessed to support staff

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Learning and Support Teacher. (staff change midway through 2020)	Our Learning and Support Teacher funding was further bolstered by the use of a portion of these funds in the creation and monitoring of PLPs for Aboriginal students in the midst of home learning situations.
Low level adjustment for disability	Learning and Support Teacher	Learning and Support Teacher funding was expended to further support Learning Support programs across the school through resourcing and teacher hours each week to ensure the school has a higher profile and regularity of delivery each week.
Quality Teaching, Successful Students (QTSS)	Executive staff release Classroom teacher release	QTSS funding allowed for the successful execution of supervisory programs for all staff, allowing the time and resourcing for lesson observations, collaborative planning, program creation and implementation and to ensure strategic directions were effectively guided with regularity and timeliness.
Socio-economic background	Travel / incursion costs for selected learning opportunities Supplement fitness program to ease financial burden to families	Funds were expended to support particular initiatives and resourcing including: • learning and support programs that promoted inclusion for all • Learning and support teaching hours to support students • sporting + incursion accounts for inclusion of all families regardless of financial resources

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	46	51	66
Girls	65	57	56	52

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.3	97.5	96.8	91.5
1	93.7	96	96.3	92.9
2	96.1	93.6	94.8	91.7
3	94	95.1	94.2	93.2
4	93.1	94.1	93.8	90.6
5	93.3	93	93.7	89.8
6	95.9	94.3	91.4	89.4
All Years	94.7	94.8	94.6	91.2
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	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.

Several students have greatly reduced attendance outside of the Covid 19 learning from home period. These students have had Home School Liaison Officer contact organised through the appropriate applications. Further support will be offered during 2021 to improve this outcome for these students.

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.

Maraylya Public School 2472 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.59
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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.

As stated elsewhere, intended professional learning was disrupted throughout the year due to Covid 19 protocols. It is intended that staff realign their professional learning goals for 2021 to achieve what has been planned.

Another of our staff successfully completed the accreditation process at proficient level.

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	111,135
Revenue	1,152,942
Appropriation	1,119,934
Sale of Goods and Services	1,985
Grants and contributions	30,472
Investment income	451
Other revenue	100
Expenses	-1,123,254
Employee related	-975,137
Operating expenses	-148,117
Surplus / deficit for the year	29,688
Closing Balance	140,823

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	0
Equity Total	47,134
Equity - Aboriginal	4,144
Equity - Socio-economic	10,323
Equity - Language	0
Equity - Disability	32,668
Base Total	1,002,759
Base - Per Capita	25,734
Base - Location	3,221
Base - Other	973,805
Other Total	65,380
Grand Total	1,115,273

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

TTFM data has indicated that parents were largely positive, with comments around parents feeling welcomed, every child being known and valued, the varied opportunities available to students and the reward systems in place. The timeliness of feedback around student behaviour was of concern for some, expressing a desire to be contacted for more minor behaviour breaches if possible. Some school communications around student progress were found to be too infrequent off the back of Covid restrictions during the time of home learning. Some felt that there was not enough advanced notice of school events. Further work is intended to ensure the purpose and validity of all homework is maintained.

TTFM data from staff was unable to be sourced due to the small cohort, however, other staff feedback sources have suggested that staff are satisfied with leadership practices and feel supported. They also feel they work in a collaborative environment as part of a team. There exist systems and processes within the school that the staff would like to see streamlined/ created for ease of use (attendance, assessment, policy implementation, data use etc).

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.

Links to our Aboriginal families are strong, based in clear communication and positive relationships. The school desires further contact with AECG so as to assist with authentic consultative planning for Aboriginal students. Each Aboriginal student has a learning pathway developed and monitored by the class teacher and learning support team to ensure appropriate support towards goal achievement.

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.

Other School Programs (optional)

STEM

Our work in STEM continues to equip students with skill and understanding around using computational thought, collaboration and creativity to devise clever solutions to problems. Our P&C committee assigned additional funds to purchase further kits for our students to develop these skills.