

2020 Annual Report

Maroota Public School



2480

Introduction

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

Maroota Public School engages students, parents and the community in a shared learning journey.

Our school is committed to delivering high quality educational opportunities that actively engage, guide, inspire and challenge all students to achieve and thrive as learners, leaders and responsible productive citizens.

At Maroota Public School, every student is known, valued and cared for. Students are treated fairly and respectfully in a learning environment that is safe, supportive and inclusive.

'Quality Education in a Caring Environment.'

School context

Maroota Public School is a small semi-rural school situated in the Hawkesbury region. The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential.

Maroota Public School serves students from the surrounding areas of Maroota, South Maroota and Lower Portland and in 2020 has an enrolment of 30 students. The school has two classes and caters for a wide range of needs and learning abilities. The small school atmosphere and small class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual needs are met.

Students have opportunities for extra curricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

Maroota has an enthusiastic and dedicated parent community. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

The students of Maroota Public School enjoy the benefits of a small school while being provided with a range of opportunities similar to those available in larger 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Engaged Resilient Learners

Purpose

To create a nurturing and supportive learning environment that actively engages, guides, inspires and challenges all students to achieve and thrive as learners, leaders and responsible productive citizens.

Improvement Measures

Students achieving a minimum of 'one year's worth of growth for one year's worth of learning' as evident in school based tracking systems in literacy and numeracy.

Students knowing and understanding their learning intentions and success criteria, evidenced by the development of student negotiated learning goals and the articulation of their learning in relation to themselves.

Increase percentage of students achieving proficiency in reading and numeracy in line with the Premier's priorities.

Overall summary of progress

Maroota Public School ensured all students had access to meaningful and engaging home learning activities throughout the online learning period of 2020. Online activities highlighted the learning intentions of each task and many students completed tasks regularly. Students continue to work closely with their teachers and school interventionists to develop individualised and differentiated personal learning goals.

Progress towards achieving improvement measures

Process 1: Implementation of evidence based well-being strategies to allow students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Maroota Public School continued to implement the Bounce Back resilience program to all students. The program supports teachers to promote positive mental health, wellbeing and resilience. Through the continuation of this research based program students were supported and developed the capacity to cope well in challenging times throughout 2020.	Bounce Back program

Process 2: Staff will undertake training in the Visible Learning Plus Program through Corwin Australia, focused on teaching strategies that give the most impact and effect size on student learning.

Evaluation	Funds Expended (Resources)
Further training for staff incorporating high impact strategies was postponed due to Covid-19 restrictions. The course now has an online component which all staff will complete in 2021. Learning intentions and success criteria continues to be a focus.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$2163.84)

Process 3: The role of the SRC will grow within the school to develop resilient and strong leadership including reporting to their class and the community.

Evaluation	Funds Expended (Resources)
The Student Representative Council (SRC) had limited opportunities throughout the year due to the impacts of bush fires, floods and Covid-19. However, the SRC explored the need for conservation after the bushfires and sought a Koala conservation charity, students raised funds and adopted "Ballina Franklin" an injured Koala that was taken to Port Macquarie charity- <i>Koala Conservation Australia</i> . Elected students received badges and focused on relevant community issues, reporting back to their peers through	Koala Conservation Australia

Progress towards achieving improvement measures

regular class updates. A continued focus on the development of leadership skills and community involvement will continue into 2021.

Process 4: Students will be provided with opportunities to participate in curriculum experiences and extra curricula activities, that will inspire and challenge the students as learners.

Evaluation	Funds Expended (Resources)
Many extra curricula activities were cancelled due to Covid-19 guidelines. However, students developed the skills and knowledge to participate in online learning platforms such as Google classrooms. The annual Small Schools Swimming carnival was able to be held and students competed in a variety of events. A continued focus to provide students with quality extra curricula activities within the small schools network MMWaC will be a priority.	Google Classrooms MMWaC network of schools Zoom

Process 5: Student welfare programs, such as Bounce Back, will continue in each classroom focusing on specific target areas each year giving wellbeing data to analyse and plan with.

Evaluation	Funds Expended (Resources)
The <i>Bounce Back</i> resilience program continues to be implemented across the whole school. The students have developed strategies to cope with change and improve the skills needed for successful interpersonal relationships. Students have demonstrated acceptance of differences and exhibited strategies to cope with change.	Bounce Back program

Process 6: Staff explore forms of assessment, particularly formative assessment and learn how to use the data collected to modify teaching practices and provide individualised learning for students.

Evaluation	Funds Expended (Resources)
Formative assessment is evident in class teaching programs and lesson observations. Students are provided with constructive and timely feedback on their progress towards their individualised learning goals through regular Teacher and Student conferences. Students are developing the confidence to articulate their understanding of curriculum content and work with class teachers to set personal learning goals.	Teaching programs Personal Learning Goals

Strategic Direction 2

Quality Collaborative Teaching

Purpose

To develop teacher capacity to implement, high quality collaborative teaching practices and programs so that individual student needs and aspirations are addressed.

Improvement Measures

100% of staff achieve meaningful and PDP goals linked to the schools strategic directions.

100% of teachers creating quality teaching programs that reflect the pedagogy of visible learning and are reflective of the needs of the students in the class.

Increased access to Professional Development opportunities ensuring quality teaching and learning programs that differentiates for individual needs and innovative assessment practices that provide accurate and valuable data.

Overall summary of progress

All staff at Maroota Public School have developed meaningful PDP goals in line with current school directions and identified areas for improvement and growth. All teaching programs show differentiation for all students across all Key Learning Areas. All staff are completing online professional learning components that develop and enhance the strategies that can improve students' ability to learn through the research based theories on the *Model of Learning* from Hattie and Donoghue (2016).

Progress towards achieving improvement measures

Process 1: Consistent school wide practices will be developed and used for assessment and accurate tracking student progress.

Evaluation	Funds Expended (Resources)
A whole school assessment Scope and Sequence was developed to ensure consistency and allow for the tracking of individual student data to measure growth and guide future teaching programs. Assessments included- Best Start, Wonder Words, Phonemic and Phonological awareness assessments, Reading Levels, writing- grammar and punctuation and text types, BURT spelling assessment and SENA mathematics assessment. All assessments are easily located and a thorough handover is conducted at the beginning of each school year and when required.	Assessment Scope and Sequence Best Start data Wonder Words data Phonemic and Phonological assessment data Reading Levels BURT spelling assessment SENA mathematics assessment

Process 2: Staff will engage in professional development that ensures high quality teaching and learning program that differentiate for the individual student while maintaining all accreditation of NESA standards.

Evaluation	Funds Expended (Resources)
All departmental mandatory courses such as Code of Conduct, Child Protection, CPR and Emergency Care courses are completed within the given timeframes. Staff professional development is held weekly and throughout 2020 these included- The basics of Google Classroom, Learning to assess online with Google Forms, Taking Google Classroom to the next level, Teacher Productivity with G Suite, Classroom Productivity and Collaboration with Docs, Slides and Forms- Visible Learning and Super Six Comprehension strategies. Staff developed their skills and knowledge in	Access to compliance training courses Google Classrooms Zoom

Progress towards achieving improvement measures

online platforms such as Google Classroom to support students learning from home throughout Covid-19 and their online assessment strategies to measure the growth and success of students working remotely.

Process 3: Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K-6.

Evaluation	Funds Expended (Resources)
All staff are participating in ongoing weekly professional development based on the research based strategies of Hattie. The purpose of the professional development is to ensure staff have an understanding of 'how students learn' and develop proven strategies to improve student outcomes. Staff continue to develop high impact strategies to support student growth.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 264.00) 	A Student Learning Support Officer was employed for five half days per week to deliver targeted programs to support students with identified learning needs. The support included the delivery of Minilit and Multilit programs, Jolly Phonics decoding program and targeted mathematic support.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$17 407.00) 	Additional time was allocated to each class for additional student support from the Learning and Support Teacher. This included specific assessments and monitoring of student progress and the collaborative development of targeted programs, with the class, to enhance student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	20	17	19
Girls	15	11	12	15

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.5	97.9	92.7	95.3
1	94.9	98.6	97.6	86
2	93.7	90.5	97.6	95.9
3	97.4	97.8	78.8	92.2
4	95.3	90.9	97.8	
5	91	99.4	93.8	94.4
6	93	90.7	93.5	92.2
All Years	94.9	95.6	95.8	93.2

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	
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	100,138
Revenue	591,839
Appropriation	575,743
Sale of Goods and Services	528
Grants and contributions	15,200
Investment income	367
Expenses	-602,516
Employee related	-526,654
Operating expenses	-75,862
Surplus / deficit for the year	-10,677
Closing Balance	89,461

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	19,265
Equity Total	32,672
Equity - Aboriginal	0
Equity - Socio-economic	17,407
Equity - Language	0
Equity - Disability	15,264
Base Total	489,388
Base - Per Capita	6,975
Base - Location	4,139
Base - Other	478,274
Other Total	12,069
Grand Total	553,393

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

An independent *Maroota Public School Community Survey 2020* was issued to all families in December. The survey asked parents what they wanted their child to take away from their education at Maroota Public School and the standout themes were friendship, respect and good memories. Maroota school students have a genuine care and respect for each other and staff and this is evident in everyday interactions. This is also highlighted in the Tell Them From Me student survey where 100 percent of students surveyed indicated they had positive relationships at Maroota Public School. Staff indicated a great level of job satisfaction working at Maroota Public School.

MAROOTA PUBLIC SCHOOL - 2020



School Captains

Our School Captains have opportunities to develop and refine their leadership skills through a variety of school and community initiatives.

MAROOTA PUBLIC SCHOOL - 2020



House Captains

Our Sports Captains proudly represent Maroota Public School and facilitate structured games for the whole school.

MAROOTA PUBLIC SCHOOL - 2020



SRC

Maroota Public School have an enthusiastic and active SRC that contributes to community initiatives such as Koala Conservation and Kid's Cancer Council.

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.