

# 2020 Annual Report

## Megalong Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Megalong 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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Megalong Public School

Megalong Valley

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## School vision

Megalong Public School, in partnership with the local community, is dedicated to developing open-minded, confident learners. Our inclusive programs strive to develop empathy, respect, curiosity and resourcefulness. Through critical thinking, collaboration and imagination, our students develop the skills required to look towards the future with optimism and hope.

## School context

Megalong Public School is situated in the Megalong Valley, and was established in 1892 as a rural school which served the communities of the Megalong Valley and Kanimbla Valley.

Our school's aim is to provide a quality enjoyable, inclusive and creative learning environment that nurtures open-minds, confidence, independence, dedication and collaboration while appreciating and promoting individuality.

Our teaching and learning programs are engaging and accommodate the talents and needs of every student in our multi-age, multi-stage classroom. We strive to develop empathy, respect and integrity to self, others and the environment.

Megalong Public is a proud member of the Upper Blue Mountains Learning Community (UBMLC) of partner schools comprising of eight public primary schools and one public high school. We endeavour to overcome size and isolation by regularly engaging with the UBMLC for sporting, cultural and social excursions, as well as high quality professional development and dialogue.

We work in close partnership with our local community to deliver public education that demonstrates our collective values and develops active Australian citizens in a rapidly changing global community.

## 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering

In 2020 Megalong Public School staff reflected and identified future school improvements applying the School Excellence Framework, and identified goals for 2021 with a focus on embedding assessment, collection of evidence data ensuring student wellbeing and student achievement is strengthened with the community. Staff evaluated their teaching practice based on the self-assessment tool for 'What Works Best in Practice'. Megalong Public School has demonstrated sustained growth in curriculum and effective teaching practice and continues to pursue excellence in student performance and educational reporting. We look strive to achieve excellence over the next four years.

## Strategic Direction 1

Quality Teaching, Learning & Assessment.

### Purpose

Quality teaching practice through co-programming and assessment and will improve curriculum planning, consistency of practice and increase student outcomes. The goal of increasing Literacy and Numeracy outcomes will give students control of their learning with clarity and the opportunity to celebrate their learning success.

### Improvement Measures

All teaching staff consistently use quality formative and summative assessment and feedback based on the English and Mathematics syllabus outcomes, 90% of the time by the end of 2020.

To increase collaboration and consistency in curriculum planning and delivery within the multi-age, multi-stage classroom by 100% the end of 2020.

### Progress towards achieving improvement measures

**Process 1:** Use the English and Mathematics syllabus outcomes to develop quality formative and summative assessment criteria for student learning. Create a culture in which genuine two-way feedback is implemented.

Evaluation	Funds Expended (Resources)
<p>The staff implemented literacy and numeracy learning goals in two-way, teacher-student conferences. Students celebrated achieving their learning goals with their peers, and used learning goal rubrics to track their learning. Evidence of positive engagement in learning and the impact of explicit teaching demonstrated students taking ownership of their learning. It is evident the teacher adjusts instruction and curriculum design which challenge the students to achieve their own individual learning goals. Student work samples were collected for writing, reading and comprehension levels and were assessed against the Syllabus outcomes and progressions. Summative assessment for mathematics using the NESA profile assessments were recorded. All students received feedback for literacy and numeracy from teachers and learning goals were set for 2021. This resulted in students taking more responsibility for their learning and the achievement of outcomes.</p>	<p>PAT Assessment K-6 booklets English and Mathematics</p> <p>Teacher resource ICT apps - Assessments and resources</p> <p>Membership and teacher resources - English and Mathematics Associations</p> <p>Teacher release for assessment and professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$1365.00)</li></ul>

**Process 2:** Implement an evidence-informed program designed to improve teaching practice. Through planning, implementing, observing and reflecting on classroom practice, staff develop consistency within multi-age, multi-stage classroom. Share process with UBMLC.

Evaluation	Funds Expended (Resources)
<p>The staff at Megalong Public School conducted a survey based on the 'What Works Best in practice' CESE publication.</p> <p>The year unfolded and professional learning face to face was postponed due to Covid-19, and a focus became on effective feedback, engagement and applying the research of 'Visible Learning Classroom' Hattie et.al to improve classroom teaching strategies. The Covid-19 months of remote learning showed successful delivery of online using Google Classroom, staff shared all their digital expertise to deliver excellent lessons. All students benefited from explicit writing, reading and mathematics mini-lessons online from teachers.</p> <p>After remote learning and back at school staff adapted mathematics and literacy lessons outdoors. These outdoor lessons increased student engagement and results finding interesting ways to use outdoor resources. Staff focused on getting back to business and evaluated classroom explicit</p>	<p>Literacy resources - Reading Comprehension Red box , 'Seven Steps for Writing' program , Writing assessment rubric downloads, Departmental Literacy K-2 and Numeracy resource Hub downloads, digital technology - spelling, maths and reading apps for I pads</p> <p>Outdoor learning mathematics and literacy resources and furniture</p> <p>Teacher release 1 day per term - Evidence based practice 'What Works Best in Practice' CESE DET and student assessment and planning</p>

## Progress towards achieving improvement measures

teaching practices and reflected on the usage of effective assessment and feedback to increase students short term learning goals. Staff collated student summative assessments and evaluated student results fortnightly planning student learning.

Staff reflected on visible learning strategies from Hattie et.al for literacy and structured lessons to improve spelling results, reading fluency and comprehension. The implementation of an explicit writing program increased student engagement and writing results. The program also enabled a shared teaching load to be more structured throughout the week. Students showed significant improvement in literacy with and impact of improvement in their individual learning with exceptional confidence to read, retell and present to an audience.

A staff focus on the mathematical target of applying 'self-talk' meta-cognitive thinking strategy in mathematical concepts resulted in students increased ability to think deeply in their learning and apply their learning to mathematical problem solving.

reviews.

### **Funding Sources:**

- Low level adjustment for disability (\$3853.00)

## Strategic Direction 2

### Leadership & Community Partnerships

#### Purpose

Community partnerships provide students and staff with authentic opportunities to be active leaders. Our small school of Megalong Public provides a learning context of environmental education perspectives, individual attention and opportunities to be apart of the wider Blue Mountains community. Our school invites members of the community to our school to enjoy our special location, and collaborate with our staff and students putting learning and leadership in the forefront of quality education for the future.

#### Improvement Measures

100% of students actively participating in project based learning programs by the end of 2020.

Students collaborate and build learning friendships with the UBMLC schools by the end of 2020. This connection to be increased each term to enhance social and emotional well-being, and build partnerships for Megalong Public School.

#### Progress towards achieving improvement measures

**Process 1:** Implement project based learning to allow for genuine integration of the multi-age, multi-stage curriculum, and to support the development of future-focused skills.

Evaluation	Funds Expended (Resources)
<p>Every student achieved confidence to deliver a performance in the two film productions in 2020 for the Film By Eucalypts Blue Mountains schools competition. Students jointly wrote scripts for the imaginative story of 'Chicken Trouble in Spy School'. Students were engaged in sharing roles of director, actor, script writer and set design. The technology involved hiring the T4L departmental film kit hire, and the experimentation of green screen increased student's confidence to shrink people into doll houses and enjoy reporting the weather with a virtual image behind them. Students increased their confidence to use verbal and non-verbal communication skills with a high level of confidence.</p> <p>The second Bushfire Recovery film, 'Megalong Valley' gave each student the opportunity to deliver with confidence scripts built on factual recounts of the bushfires in 2019. The students enjoyed participating in photographic lessons with Warrimoo Public School - Shutterbugs taking before and after shots of burnt areas of the bushland after the fires. These two large projects gave students ownership of their learning and built a positive school culture. These films were included commentary from local community members about the bushfires in 2019 and shared with the Upper Blue Mountains Learning Community.</p>	<p>tripods Ipad hard cases</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$150.00)</li></ul>

**Process 2:** Develop genuine opportunities through which staff and students lead and mentor their UBMLC peers.

Evaluation	Funds Expended (Resources)
<p>The visits to nearby schools and preschools were postponed throughout the year due to Covid-19. The usual connections with the Upper Blue Mountains Network were cancelled. Alternative activities for Sport, Creative Arts and a range of extra curricula lessons were initiated to later share with partnership schools.</p>	<p>puppet resources</p> <p>excursion Megalong Valley</p> <p>filming kit T4L</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aunty Carol Gundugurra song book</li> <li>• Outdoor learning indigenous print mat and seats</li> <li>• Indigenous teacher resource booklets downloaded</li> <li>• Excursion Redhands Cave - National Parks tour guide</li> <li>• NAIDOC student shirts and hats</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 152.00)</li> </ul>	<p>This year at Megalong Public School we embedded indigenous perspective into our outdoor lessons. We utilised our natural bush setting and yarning circle to teach students about connecting to country and the eight ways of learning.</p> <p>Following the return to school after the Covid-19 remote learning, activities included story telling with newly purchased library books using the new outdoor seating. The implementation of daily singing Gundungurra songs to share with local neighbouring schools.</p> <p>NAIDOC week was an invaluable experience to Red Hands Cave which students and teachers learnt about cultural and historical knowledge from the National Parks tour guide. Students enjoyed wearing the newly purchased NAIDOC shirts and hats.</p> <p>The school purchased new 2020 indigenous teacher resource books to embed into future learning sequences. The year ended with students singing with confidence Gundungurra songs to parents at the end of year presentation.</p>
<b>Low level adjustment for disability</b>	<p>Additional casual support staff SLSO and learning support teacher \$10938.00</p> <p>Literacy and numeracy resources including student books, teacher resources, ICT apps and programs \$4003.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$14 941.00)</li> </ul>	<p>This year students were supported with additional technological resources during Covid-19. This included additional literacy and numeracy apps and ICT resources to roll out remote learning. Teachers continued to provide student support in term three and four with additional learning support casual teachers and SLSO, to implement intervention for literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Additional teacher contract one day per week supplemented by school support allocation \$11960.00.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1 422.00)</li> </ul>	<p>Teacher employed extra one day per week to support students learning.</p>
<b>Socio-economic background</b>	<p>Library books purchased for individual student.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$147.00)</li> </ul>	<p>Students enjoyed books purchased for the Premiers Readers Challenge and received a book for the end of year presentation.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	4	3	1
Girls	6	4	4	2

## Student attendance profile

School				
Year	2017	2018	2019	2020
K			96.1	
1		84.8	93.7	98.9
2		83.2	83.7	94.9
3	98.9		70.4	41.2
4	97.6	91.8		76.6
5	98.9	97.7	85.9	90.7
6	92.8	100	92.8	
All Years	96.2	92.8	87.7	82.6
State DoE				
Year	2017	2018	2019	2020
K			93.1	
1		93.4	92.7	91.7
2		93.5	93	92
3	94.1		93	92.1
4	93.9	93.4		92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	
All Years	93.8	93.2	92.8	92

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

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	132,146
<b>Revenue</b>	323,576
Appropriation	322,428
Sale of Goods and Services	100
Grants and contributions	735
Investment income	314
<b>Expenses</b>	-312,017
Employee related	-270,708
Operating expenses	-41,309
<b>Surplus / deficit for the year</b>	11,559
<b>Closing Balance</b>	143,706

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	16,240
Equity - Aboriginal	1,152
Equity - Socio-economic	147
Equity - Language	0
Equity - Disability	14,941
<b>Base Total</b>	298,623
Base - Per Capita	1,684
Base - Location	576
Base - Other	296,364
<b>Other Total</b>	7,089
<b>Grand Total</b>	321,953

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

and community committee highly regards the school as valuable community resource. Parents feel valued and welcomed to contribute to the running of the small school. Past and present community members are proud to contribute and be apart of the little historical school. Parents felt their child's education was positive and met their individual needs.

*A parent commented 'Megalong Public School has a strong and connected family environment which my son and our family have benefited from hugely. The teaching at the school is innovative, engaging and individualised to each child, with special attention given to children with additional needs to assist them to excel. I am confident that this school has set a solid foundation for my son's learning path and has also helped him to gain the confidence and resilience he needed to continue on his learning journey'.*

Staff provide important learning opportunities that will prepare students for the future. A close relationship with parents exists to provide academic learning for each child. Students enjoy attending school, and engage positively with all teaching and learning programs.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.