

2020 Annual Report

Menai Public School



2520

Introduction

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

At Menai Public School we are committed to the building of educational aspiration and ongoing performance improvement throughout the school community. Effective partnerships in learning means students are motivated to deliver their best and continually improve. A strategic and planned approach to developing whole school wellbeing processes supports all students so they can connect, succeed, thrive and learn. Positive, respectful relationships are evident and widespread among students, staff, parents and carers and ensure optimum conditions for student learning across the whole school.

School context

Menai Public School is a wonderful, inclusive environment where every student is encouraged to learn and grow in a beautiful bushland setting. The school thrives on a culture of kindness and caring, underpinned by our C.A.R.E.S values of Cooperate, Achieve, Respect, Encourage and Safe. Whole school wellbeing processes support the wellbeing of all students so they can connect, succeed thrive and learn. Dedicated and caring staff deliver positive, differentiated learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The entire school community strives towards aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Menai Public School works cohesively with local primary and secondary schools through the Community of Schools Between the Rivers (COSBTR) and enjoys wonderful partnerships with local preschools to support our Kindergarten transition program. Menai Public School proudly embraces the motto *Together We Learn and Grow* and welcomes you to join us at our little school where every child is know, valued and cared for.

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>

Strategic Direction 1

Together We Learn

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social and physical wellbeing of all students.

At Menai Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Furthermore, all students are given the opportunity, through differentiated learning to extend their skills to their maximum potential. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and be capable of facing the future with resilience and optimism.

Improvement Measures

Innovative teaching strategies increasingly evident through programs, observations and student feedback.

Teaching and learning programs increasingly expected student progression in knowledge, understanding and skill and the assessments that measure them.

Surveys and focus groups show there is school-wide, collective responsibility for student learning and success, which is shared by parents, carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Surveys show improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student-centred and self-regulated learning experiences which increasingly enable students to understand how they learn and builds students' capacity to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
The document was communicated to the School Services team and Director for validation and sign off. The document and procedures accurately prepared the school for the commencement of a new Learning Support journey from 2021 - 2024.	

Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums/progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes. Internal and external growth data shows consistent improvement for every student.

Evaluation	Funds Expended (Resources)
Staff feel confident our Situational Analysis reflects our current state. We are feeling confident that our two Strategic Directions will flow from the data-informed SitAn. Our desire to continue to build our skills in data use will be factored in to planning for 2021-2024.	

Process 3: Positive Behaviour for Learning

Implement a whole school integrated approach to student wellbeing in which students can connect,

Progress towards achieving improvement measures

Process 3: succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Our 2020 SEF SaS reflects that we have achieved our long term goal around wellbeing. Student and staff feedback (via survey) indicates that we have been successful in supporting student learning and wellbeing. Our PBL data reflects that we have had a positive impact on behaviour for learning. Our situational analysis preparation process considered all available PBL/Wellbeing data and positioned students and staff for success in the future. We did not engage with TTFM survey tools in 2020 however we will ensure they are included in future data gathering practice.</p>	<p>PBL framework CARES matrix Survey data</p>

Strategic Direction 2

Together We Grow

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize their potential through excellence in teaching and learning. Menai PS has an expectation of achievement for all. We will build strong foundations in the pursuit of success by continually reviewing and strengthening the quality of teaching and learning through engagement with current pedagogy. At Menai PS we know that a quality education depends on great teaching and the nurturing of all staff.

Improvement Measures

- Progression against the School Excellence Framework descriptors of excellence in the Effective Classroom Practice and Data Skills and Use elements.
- Programs and observations show an increased use of evidence-informed pedagogy by all teachers.
- Internal and external measures in Literacy and numeracy show increasing student growth.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning using Internal and external measures in Literacy and numeracy show increasing student growth. Use the Learning Progression against the School Excellence Framework descriptors of excellence in the Effective Classroom Practice and Data Skills and Use elements.

Evaluation	Funds Expended (Resources)
Embedded into 2021-2024 SIP's two strategic directions will be initiatives and projects designed to build teacher capacity to engage with data skills and use in a context that has measureable impact on student learning outcomes. Sit An completed and informed by staff exposure to and engagement with research informed pedagogy	SEF2 CESE docs SEIA website WWB toolkit Funding Sources: • Professional learning (\$4236.00)

Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continuum/progressions as well as using Internal and external measures in Literacy and numeracy show increasing student growth.

Evaluation	Funds Expended (Resources)
Do staff know what our targets are for reading and numeracy? Do staff know which students represent achievable, measureable success in regards to the targets? Do staff know what needs to be done to ensure students are supported to meet the system targets?	

Process 3: Evaluative Practice

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data, programs and observations to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Do staff understand what the statement of excellence in this area consists of in the SEF2?</p> <p>Can we turn the action statements for the Data Skills and Use themes in the SEF2 into measureable projects over the 2021-2024 school improvement planning cycle?</p> <p>Have staff contributed to the Situational Analysis for the SIP and understood how our limitations in this area impact our capacity to draw on evidence to support our claims around student growth and attainment at MPS?</p>	SEF2

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Survey data indicates that our Aboriginal students feel adequately supported to engage with curriculum demands and be fully involved in school life. Our end of year reporting data for Aboriginal students indicates they are on track with their learning when compared with non-Aboriginal peers.
English language proficiency		Survey data indicates that our EAL/D students feel adequately supported to engage with curriculum demands and be fully involved in school life. Our end of year reporting data for EAL/D students indicates they are on track with their learning when compared with non-EAL/D peers.
Low level adjustment for disability	SLSO HSLO LST	Our end of year reporting data indicates our students are on track with their learning when compared with peers. Consultation with parents/carers around the reports occurred where needed. Considerations about necessary provisions for our students in the upcoming year in order to continue to support student learning needs were made collaboratively by staff.
Quality Teaching, Successful Students (QTSS)	QTSS funding	<p>Throughout the year we collated evidence to prove our achievement of or towards the following goals:</p> <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.</p> <p>Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.</p> <p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p>
Socio-economic background	SLSO	Our end of year reporting data indicates our

Socio-economic background	HSLO LST SPE	students are on track with their learning when compared with peers. Consultation with parents/carers around the reports occurred where needed. Considerations about necessary provisions for our students in the upcoming year in order to continue to support student learning needs were made collaboratively by staff.
Support for beginning teachers		Accreditation was supported by a mentor teacher and successfully submitted by end 2020. Survey data indicates the support of the QTA was highly useful for the mentor and BT. The BT felt that they had been supported through the initiative in 2020. The BT and mentor provided feedback to the principal about how the initiative was rolled out at our school in 2020 for future reference.
Integration funding support	SLSO LST LSC APLAS Sensory tools	<p>Throughout the year we achieved and/or worked towards achieving the following goals:</p> <p>LST continued to work with CRT to meet the needs of students and provide support around adjustments where needed.</p> <p>Support timetable functioning well according to funded hours and needs of students.</p> <p>2021 groupings considered and any adjustment to school logistics made in order to support students.</p> <p>Support staff engaged and continuing to support student needs to the end of the year.</p> <p>Parents/carers contacted and made aware of the commencement of the process to support their child's transition into their new class/school year.</p> <p>Connections with allied health professionals supported and concluded for the year where appropriate.</p> <p>Any health care plans created/communicated/updated.</p> <p>Any new access requests/APLaS requests or adjustments been started in response to changing student needs.</p> <p>We identified any students needing a supported transition to high school.</p> <p>We worked with the families of students who expressed an interest in enrolling in Kindergarten in 2021 whose additional needs required IFS applications to be made on their behalf.</p> <p>Yearly reports were created and communicated to families indicating student progress with consideration of the conditions of their IFS.</p> <p>Review meetings were held and action plans for 2021 were developed. Minutes were</p>

Integration funding support	SLSO LST LSC APLAS Sensory tools	communicated widely where needed.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	40	43	42	52
Girls	46	61	50	44

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.5	95.7	96.5	89.8
1	92.2	90.1	90.9	92.5
2	92.9	88	94.8	88.4
3	91.5	87.7	91.3	93.7
4	95.9	91.2	92.2	89.6
5	93	94.8	91.1	90.9
6	94.7	93.2	91.9	91.2
All Years	94.2	92.1	92.6	90.8
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.

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
Assistant Principal(s)	1
Classroom Teacher(s)	3.48
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81

*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	305,769
Revenue	1,910,106
Appropriation	1,862,514
Sale of Goods and Services	4,608
Grants and contributions	42,021
Investment income	863
Other revenue	100
Expenses	-1,816,607
Employee related	-1,634,041
Operating expenses	-182,566
Surplus / deficit for the year	93,500
Closing Balance	399,269

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	99,736
Equity Total	96,993
Equity - Aboriginal	3,048
Equity - Socio-economic	21,184
Equity - Language	24,259
Equity - Disability	48,501
Base Total	852,369
Base - Per Capita	22,126
Base - Location	0
Base - Other	830,243
Other Total	338,043
Grand Total	1,387,141

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

Menai Public School enjoys a positive reputation in the local community. Internal surveys indicate that parents feel welcome at the school, they are well informed, that teachers encourage students to do their best and that their children feel safe coming to school. The retention of 100% of staff from 2019 indicates that the school is in a stable position. Cohesive, mutually respectful relationships support the ongoing existence of a strong team committed to building an educational space where every student is known, valued and cared for.

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.