

# 2020 Annual Report

## Maclean Public School



3946

## Introduction

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

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## School vision

To be a school with children at the centre of all decision making. To be an engaging and challenging place of learning where teaching practice is of the highest calibre. A school where every child is known, valued and cared for and given a strong foundation in literacy and numeracy. A place where all students are equipped with the skills to embrace creativity, critical thinking, communication and collaboration. A place of capable, adaptive and confident citizens in the making.

We will aspire to the "7 Principles of Learning" (Dumont et al, 2010)

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

## School context

Maclean Public School is in a rural area and has an enrolment of 185 students of whom 25% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 126 and an ICSEA (Index of Community Socio Educational Advantage) of 922.

The school delivers quality educational programs with many opportunities for students to apply their learning to real life situations. Maclean Public School staff is committed to excellence in teaching, leading and learning.

High expectations are promoted across all areas of the curriculum and an emphasis is placed on differentiating learning opportunities to meet the needs of all students.

Student participation and performance in the creative and performing arts is particularly strong. Student performances at local Eisteddfods are outstanding and the school produces a musical biannually

Transition to school programs for students beginning in Kindergarten and transitioning to High School are continually being developed. The school has established strong links with high schools and preschools ensuring a stress free beginning to school in year 7 and in Kindergarten.

The school continues to be a leader in its Community of Schools in STEM and future focused learning ensuring our students are masters of change and leaders in learning.

## 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Teaching

#### Purpose

Highly effective teachers are committed to implementing the most effective teaching methods through evaluating their impact and applying evidence based teaching strategies.

Our purpose is to develop a whole school community that is actively engaged in meaningful, challenging learning experiences to develop, literate and numerate lifelong learners. We will incorporate the principles of 'Visible Teaching and Learning' to guide & direct this.

#### Improvement Measures

85% of students can articulate a response to 'Visible Learning' questions identifying the learning goal, purpose and success criteria.

90% of students achieve learning goals and demonstrate progress on literacy and numeracy continuum.

EAF's data is consistent with state average.

All teaching programs show use of evidence informed pedagogy.

Maths survey data shows increased student engagement in maths activities K-6.

SENA testing shows an improvement in number sense.

Staff and students can articulate and demonstrate Jo Boaler's 7 maths norms.

#### Overall summary of progress

Staff actively participate in Professional Learning Communities focussed on what works best, evidenced based teaching. They are using visible learning pedagogy to improve teaching and learning with a particular focus on learning intentions, success criteria and feedback in all classes. All teachers use student data to program learning activities and students track their own progress via data walls in the classroom. Data is regularly entered and analysed to inform teaching and learning (K-6). Teacher capacity has been enhanced through deeper understanding of high impact teaching strategies informed by the research of John Hattie. The Instructional Leader built the capacity of teaching staff to use PLAN2 effectively to enable teaching and learning activities focussed on individual needs.

#### Progress towards achieving improvement measures

##### Process 1: *Visible Learning*

Provision of quality professional learning opportunities based upon the work of John Hattie, Jo Boaler, Covey and Carol Dweck

Continued implementation of high quality literacy and numeracy programs including L3 and TEN as per the EAF's model lead by Instructional Leader.

Deliver collaborative and clear learning intentions and success criteria.

All learners are trained to develop personal learning goals to make informed decisions about their own learning.

Teachers engage in the Visible Learning model to deliver the curriculum - surface, deep and transition phases of learning

Utilise data walls to ensure learning is visible across the school.

Implement consistent assessment practices based around visible learning models and tools.

## Progress towards achieving improvement measures

**Process 1:** Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers.

Evaluation	Funds Expended (Resources)
Survey data, teacher programs, and observations show that teachers have a sound understanding of the three phases of learning and the instructional strategies that fit the right phase of learning. Elements of Learning intentions and success criteria are embedded in all lessons across K-6. The three levels of feedback and ways to effectively give and receive feedback are understood by both students and teachers, which has enabled the development of 'assessment capable learners'.	

### Process 2: *Maths and Algebra*

Increase student and teacher engagement in Maths.

Teach Maths effectively and regularly reflect on teaching practice.

Develop a common maths language for the process of learning across the school, including Jo Boaler's 7 Norms Mindsets.

Evaluation	Funds Expended (Resources)
Staff completed the MBB4N series of professional learning to further support improved teaching and learning. The introduction of PAT testing has provided extensive data on student growth and teacher impact. Analysis of K-6 student data has shown that measurement and place value will be a focus next year.	

## Next Steps

We will conduct extensive data analysis to establish areas where current practice should continue and where improvement structures are necessary. This will include both internal and external data sources. Internal data - PLAN 2, PAT, SENA 1 and 2, Sentral Wellbeing, PBL data and Stage level scheduled assessments, NAPLAN, TTFM and Check-In assessment data.



## Strategic Direction 2

### Leading Learning

#### Purpose

*"The staffroom needs to be a professional community of scholars working together to maximise each other's success."*  
Professor John Hattie

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The school leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Our purpose is to ensure there are explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice and that the school leadership team supports a culture of high expectations resulting in whole school improvement.

#### Improvement Measures

Leaders identified and roles and responsibilities assigned (Impact Coach, Maths Instructional Leader, Student Wellbeing Team Leader, Early Action for Success Instructional Leader)

School wide system in place to support regular teacher mentoring, coaching and collaboration.

100% of teaching staff take part in 3 classroom observations and 4 Learning Walks receiving a variety of written and verbal feedback.

Professional Learning Community that delivers 50% of staff professional learning needs required to achieve School Plan Improvement Measures in Strategic Directions 1 and 3, established.

#### Overall summary of progress

Our professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is regularly evaluated. The professional learning schedule is collaboratively designed and based on staff and student needs. The school leadership team has established a professional learning community that is focused on continuous improvement of teaching and learning. This PLC has a focus on data analysis and evaluative thinking. We have explicit systems in place for teacher collaboration and feedback that sustain quality teaching practice.

#### Progress towards achieving improvement measures

##### Process 1: *Developing a Professional Learning Community (PLC)*

Provide teachers with the opportunity to lead professional learning in areas of identified strength and/or interest as a foundation for our PLC.

Develop a PLC based on collaboration, sharing and ongoing critical interrogation of teaching practices in line with NESA professional standards.

Ensure the PLC is learning-oriented and that it promotes the growth of teachers and students.

Evaluation	Funds Expended (Resources)
Surveys are developed to evaluate professional learning that is delivered by MPS leaders and teachers. Action plans that include evaluation and actions to share learnings are completed by staff that attend external PL.	

##### Process 2: *Working Collaboratively*

Engage all staff in personalised professional learning through a range of strategies focusing on feedback, self- reflection and evaluation.

Provide opportunities for teachers to share professional practice, aligned to the NESA Teaching

## Progress towards achieving improvement measures

### Process 2: Standards.

Evaluation	Funds Expended (Resources)
The PDF cycle successfully completed for 2020. All staff have acquired professional learning across the teaching standards. This is reflected in NESA data where it shows staff at Maclean Public School have completed the requirements for accreditation at various levels.	

### Next Steps

In 2021 the PDP schedule will be reviewed and improved lesson observation proformers that include supportive questions and comment areas will be used. A collaborative approach to goal setting to ensure all needs are met, including personal development, school and state targets.



### Strategic Direction 3

#### Future-Focused Learning

##### Purpose

Students who are future focused in their learning have the skills and capabilities to thrive and succeed in a rapidly changing and interconnected world. Students have the capacity to contribute to their school and community, and confidence to shape their own futures.

Our purpose is to connect students and engage their sense of curiosity by systematically planning and delivering learning opportunities and environments that ensure student engagement in creative and critical thinking through collaborative practice.

School wide approaches to physical health and fitness, social skills and friendship, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

##### Improvement Measures

Student survey data shows increased engagement due to flexible learning environments.

Future focussed pedagogies evident in teaching programs.

Students demonstrate fluency in creativity, Innovation, critical thinking, problem solving, communication and collaboration.

Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences.

Students will plant, maintain and harvest a range of vegetables, fruit, herbs and flowers in the school Food Garden. A compost system will be established to recycle lunchbox waste.

Plantings in the Food Garden and other fresh produce will be used by students, staff and community to prepare healthy and nutritious meals for classes and the Kitchen Program.

##### Overall summary of progress

The school garden produced a range a fresh produce which was used in the cooking program. Student survey data showed an increase in student motivation, engagement and wellbeing.

##### Progress towards achieving improvement measures

###### Process 1: *Future-Focussed Learning*

Ensure future focussed student learning that is both collaborative and personalised. Enable diverse learning through the provision of flexible and adaptive learning spaces.

Evaluation	Funds Expended (Resources)
The future focussed teaching and learning initiatives have shown that both staff and students are utilising flexible learning spaces to connect students and engage in creative and critical thinking through collaborative practice.	

###### Process 2: *Kitchen Garden Program*

Students will plant out small scale seasonal crops in the Food Garden and use the produce to prepare healthy and nutritious meals in the Kitchen Program.

Students will learn about the science of growing plants.

As an extension of PBL, students will take part in Service Learning activities during lunch time.

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

The use of the school garden to support wellbeing programs has been very effective. The garden was able to produce a range of fresh produce that was used in our cooking program. Student and parent survey data was very positive regarding the cooking program.

### Next Steps

In 2021 all students from kindergarten to Yr 6 will participate in the KFG program and a life skills program will provide extra lessons for targeted students. All classes from year 2 -6 will have class set of laptops and access to i-Pads for all classes K-6 to support teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>AEO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$72 000.00)</li> </ul>	<p>The PLP's are relevant and include high expectations for literacy and numeracy growth and genuine cultural goals. The impact of having the AEO working closely with the students and teachers was that more parent and carer involvement was evident.</p> <p>Improved student outcomes and attendance rates for aboriginal students working with the AEO and consolidation of relationships with community organisations.</p>
<b>Low level adjustment for disability</b>	<p>SLSO - \$20000</p> <p>Learning Support Teacher - \$30000</p> <p><b>Funding Sources:</b></p> <p>Low level adjustment for disability \$50,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$50 000.00)</li> </ul>	<p>The emphasis on data driven support has enabled staff to better identify learning needs of students and for students to know what they need to learn. The support of SLSO and Learning Support Teachers has enabled small group targeted teaching to bridge gaps in learning and develop and implement interventions.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$2 000.00)</li> </ul>	<p>BeYou has enabled staff to build capacity and enhanced the school's wellbeing program. Teachers are more confident in dealing with student wellbeing and selecting appropriate teaching tools and resources from BeYou.</p> <p>Learner Dispositions created and embedded throughout classrooms and high impact teaching learning strategies implemented to target areas of need.</p>
<b>Socio-economic background</b>	<p>Socio-economic background</p> <p>0.4 Music Teacher \$40000</p> <p>0.4 Teacher facilitating KGP \$40000</p> <p>0.5 SLSO \$3000</p> <p><b>Funding Sources:</b></p> <p>Socio-economic background \$110,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$110 000.00)</li> </ul>	<p>All students have access to, and learn how to play a variety of musical instruments. All students have the opportunity to perform and the option to join the school band and other instrumental groups.</p> <p>Students develop the life skills of creating nutritious meals and an appreciation of and knowledge of how food is grown.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	84	80	93	98
Girls	80	73	79	85

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	93	94.8	93.6
1	91.4	92.9	92.4	93.9
2	91.8	91.6	91.5	93.6
3	90.7	92.5	91.5	89.6
4	93.6	91.7	93.5	91.7
5	94.8	90	91.5	93.8
6	90.6	92	92.1	91.4
All Years	92.6	92	92.4	92.5
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)	2
Classroom Teacher(s)	5.86
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.02

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	216,710
<b>Revenue</b>	2,273,464
Appropriation	2,210,770
Sale of Goods and Services	13,667
Grants and contributions	48,786
Investment income	242
<b>Expenses</b>	-2,187,672
Employee related	-1,948,436
Operating expenses	-239,237
<b>Surplus / deficit for the year</b>	85,792
<b>Closing Balance</b>	302,502

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>	64,539
<b>Equity Total</b>	334,335
Equity - Aboriginal	83,877
Equity - Socio-economic	118,249
Equity - Language	2,576
Equity - Disability	129,634
<b>Base Total</b>	1,427,236
Base - Per Capita	41,367
Base - Location	4,169
Base - Other	1,381,701
<b>Other Total</b>	223,241
<b>Grand Total</b>	2,049,351

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

Each year schools are required to seek the opinions of the school community about the school. We have provided this opportunity through the Tell Them From Me Survey and parent interviews. Unfortunately we did not have enough respondents to the parent survey to provide any data. Anecdotal feedback from parents and the wider school community is positive. Continued work on effective communication during 2020 has improved home/school relationships. Students survey results show students at Maclean Public School are socially engaged, have positive attitudes towards school with high expectations and are intellectually engaged and have positive relationships with teachers. The survey indicated that students do not value homework as highly as the NSW public norm and as such we will be reflecting on our current homework procedures.

# 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.