

2020 Annual Report

Central Mangrove Public School



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Introduction

The Annual Report for 2020 is provided to the community of Central Mangrove 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 Central Mangrove Public School the whole school community is committed to the pursuit of excellence and the provision of high quality learning and teaching opportunities so that each and every child is nurtured, guided, inspired and challenged to achieve.

School context

Central Mangrove Public School is situated in a unique setting surrounded by a large expanse of natural bush land and rural farming areas. The school pays respect and acknowledges that it is on Darkinjung land and is a proud member of the Cooina AECG. The small student population of 49 students including 2 of Aboriginal decent, is diverse ranging from family members who have lived in the local area for many generations to those who have recently settled.

The teachers are highly dedicated in providing a quality education through a student-centred curriculum, ensuring that every child works to his or her maximum potential.

Families also support the school in providing services in our Kids Kitchen Program as well as volunteering their time to support community events held within the school.

Additional equity funding is received by the school through the School Based Allocation Resource (SBAR). This funding assists us to provide quality programs to meet the needs of our students. Such programs include a mentoring process for a beginning teacher, professional learning, support for students with additional needs and location assistance.

Central Mangrove Public School is proudly a focal point for our rural community which strives to foster happy, successful and cultured students.



National Tree Day

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	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	Sustaining and Growing

Strategic Direction 1

High expectations for all

Purpose

To ensure the learning environment is characterised by high quality learning experiences at the point of instructional need for all.

Improvement Measures

90% of students K-2 will be reading at or above K-8, Yr1-18 and Yr2-26

The % of year 3, 5 and 7 students in top two bands for reading in NAPLAN by 2020 has increased by 10% to 52%, 33% and 18% respectively (baseline 3 year rolling average 2015 - 2017 42%, 23% and 8%)

The % of year 3, 5 and 7 students in top two bands for numeracy in NAPLAN by 2020 has increased by 10% to 54%, 20% and 13% respectively (baseline 3 year rolling average 2015 - 2017 44%, 10% and 3%)

The percentage of year 3, 5 and 7 Aboriginal and Torres Strait Islander students in the top two bands for reading and numeracy increases by 35% by 2020. (base line rolling average 2015-2017, cohort size not significant)

Progress towards achieving improvement measures

Process 1: Numeracy

Implement high quality, researched based numeracy practices

Evaluation	Funds Expended (Resources)
Learning by the teachers around additive strategies is evident in the classroom and is evident in programs. Teacher talk around student skills and understanding of these strategies has increased and is a focus in teaching and learning. Teachers are using data gathered from SENA to help inform teaching and learning and to provide explicit learning goals for the students. Further work needs to be implemented in the use of learning goals.	\$3000 - Equity Loading

Process 2: Literacy

Implement high quality, researched based literacy practices

Evaluation	Funds Expended (Resources)
The teachers within the school worked collaboratively to adopt Formative Assessment strategies in creating texts. Teachers have begun to imbed new learning into their programming and teaching practice. The professional learning planned within the small school network did not go ahead due to COVID and as such the implementation of Formative Assessment strategies continue to be a focus. The % of year 3 & 5 students in the top two bands of reading in NAPLAN has not been calculated as NAPLAN 2020 did not take place..	\$2000 - Equity Loading

Strategic Direction 2

Quality Professional Learning

Purpose

To ensure a quality learning environment is provided through researched based professional learning incorporating learning technologies.

Improvement Measures

The school supports learning aspect of the parent TTFM Survey increases to meet or exceed the NSW Government norm (Baseline for school 7.1 compared to 7.3 for NSW in the 2017 TTFM)

The intellectual engagement aspect of the student Tell Them from Me increases to meet or exceed the NSW government norm. (High Quality Instruction baseline 68% for school compared to 93% for NSW in the 2017 TTFM student survey)

Progress towards achieving improvement measures

Process 1: Quality Teaching Practices

Draw on research to build the capacity of staff to deliver quality teaching.

Evaluation	Funds Expended (Resources)
There is a shared understanding of formative assessment. There is a demonstrated willingness to work collaboratively to trial and adopt new strategies and to acknowledge and learn from the expertise of each other through shared ideas. Teachers demonstrated willingness to use the strategies in both planning and practice and started to explore and develop school practices. Unfortunately further professional learning did not take place due to the impact of COVID. This remains an area of focus.	\$4000 - Equity Loading

Process 2: Curriculum

Implement a whole school approach to plan, program and deliver curriculum and contemporary teaching practices that incorporates technology to better engage learners.

Evaluation	Funds Expended (Resources)
There is a deeper understanding of the Science and Technology syllabus and it has been successfully implemented by the teachers. Teachers have increased their knowledge of the use of technology in teaching practice and have demonstrated this in their classroom. The parent TTFM data that schools supports learning is unable to be monitored as data not available. The school STEM scope and sequence has been reviewed and updated and the STEM share kits are used regularly with the support of the local Kariong Mountains HS.	\$1500 - Equity Loading

Strategic Direction 3

Connected Community

Purpose

To ensure learning is enhanced through a strong collaboration between the school and its community in the implementation of quality learning and wellbeing programs.

Improvement Measures

The parents are informed and inclusive school aspects of the Parent Tell Them from Me continue to exceed the NSW government norm. (baseline 7.3 and 6.9 school, 6.6 and 6.7 state norm respectively 2017 TTFM parent survey)

The social engagement aspect of the student Tell Them from Me increases to meet or exceed the NSW government norm. (baseline 44% for school compared to 81% for NSW in the 2017 TTFM student survey)

The advocacy at school aspect of the student Tell Them from Me increases to meet or exceed the NSW government norm. (baseline 6.1 for school compared to 7.7 for NSW in the 2017 TTFM student survey).

Progress towards achieving improvement measures

Process 1: Wellbeing

Review and improve practices and systems to support student, staff and community wellbeing.

Evaluation	Funds Expended (Resources)
There has been an increase in the number of students participating in clubs and variety offered. The parents and community are aware of clubs available to the students each term. PBL data is reviewed and used to inform future lessons. Follow up actions have been taken from the results of the PBL review (BOQ). There is an increase in the number of students who know the school expectations for the different areas of the school . Parent TTFM data not available.	\$1000

Process 2: Parent & Community

Implement and strengthen the partnership and connection between schools, parents/carers, learning community and support agencies.

Evaluation	Funds Expended (Resources)
The involvement of the P&C was limited by the COVID restrictions. Parent workshops and open sessions did not take place. School promotion has increased. Teachers have had limited opportunities to develop professional relationships with the small school network colleagues. A small school musical was also cancelled along with small school network teacher professional learning and student initiatives.	\$2000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 687.00)	Students increased their understanding of Aboriginal Australia through activities to celebrate NAIDOC and Reconciliation Weeks. Aboriginal students were supported in their PLP goals. Teacher knowledge and understanding of Aboriginal culture and the implications for teaching and learning has increased as evident by pre and post survey data.
English language proficiency	Funding Sources: • English language proficiency (\$0.00)	Extra in class support provided through SLSO and smaller class size.
Low level adjustment for disability	\$42 884	Smaller class sizes and in class support through learning support identified by IEP's, BMP's and NCCD register. The Rip It Up program, Phonics support and Social Skills initiatives have also been implemented and supported.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$8 860.00)	See Strategic Direction 2
Socio-economic background	\$29 211	Additional Staffing See Strategic Direction 1 See Strategic Direction 2 See Strategic Direction 3
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	No beginning teachers.



Bullying. No way!

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	31	26	21	20
Girls	34	31	24	23

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	89.3	91.1	94.7
1	95.1	91	87.9	88.7
2	95.3	92.2	87.8	74.1
3	91.4	95.7	93.7	88.5
4	89.9	93.3	91.4	93.4
5	92.1	91.4	85.4	93.8
6	90.6	94.3	89.1	94.4
All Years	92.8	92.5	90.1	91.9
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.



Debating Workshop

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.33
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	93,952
Revenue	686,756
Appropriation	666,644
Sale of Goods and Services	2,846
Grants and contributions	16,860
Investment income	306
Other revenue	100
Expenses	-673,199
Employee related	-618,094
Operating expenses	-55,106
Surplus / deficit for the year	13,556
Closing Balance	107,508

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	31,665
Equity Total	74,783
Equity - Aboriginal	2,687
Equity - Socio-economic	29,211
Equity - Language	0
Equity - Disability	42,884
Base Total	509,892
Base - Per Capita	10,823
Base - Location	1,394
Base - Other	497,676
Other Total	23,280
Grand Total	639,619

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.



Athletics Carnival

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.



Kindergarten Orientation

Parent/caregiver, student, teacher satisfaction

Parent

Unfortunately, the Parent Tell Them From Me data was not available due to insufficient participants. Results from a parent phone survey (8 participants) indicate 75% of parents either agree or strongly agree they feel welcome at the school, one disagreeing due to COVID 19, unrelated to school matters. Additionally, 75% of respondents reported agree or strongly agree on indicators of positive behaviour, child safety and extra help with learning or behaviour in school. However, school supports learning was lower with 62% reporting agree or strongly agree. Results may be unreliable due to small sample size.

Student

The 2020 Tell Them From Me Student Survey measures of social, emotional and student outcomes from March to September of 2020 significant indicator results need to be considered through the lens of COVID 19 impacts. Large declines are seen in Positive Teacher Student Relations, Effort and Participation in Sports. However Sense of Belonging and Interest and Motivation has risen.

Student responses to an independent survey in reading demonstrated 100% of the students could explain at least two reasons why it was important to read however they were unable to explain what good readers do. When asked how they receive feedback about reading from the teacher they were unsure.

Student responses to an independent survey in numeracy showed a large proportion of students across all stages thought that it was important to learn mathematics however only 2 of the 15 students could explain why it was important and how it would be used outside of school. Most students reported that feedback was provided by marking right or wrong the tasks. Only 4 of the 15 students said that the teacher will withdraw them and work with them individually in areas that they need further support.

Teacher

The 2020 teacher Tell Them From Me Four Dimensions of Classroom and School Practices show all dimensions scoring slightly below state norms (0.4 below state) however Quality Feedback with the greatest difference of 0.6 points below state. Lack of parent involvement and knowledge and setting challenging learning goals is an area that stands out in all areas of the teacher survey.

Teacher responses to an independent surveys in mathematics indicate that they would like to continue to implement and consolidate the use of learning intentions and success criteria and applying numeracy learning to real life problems, building confidence. Teachers indicated the importance of using the Learning Progressions to target learning and track growth.

Teacher independent reading survey indicates 100% of teachers would like professional learning on the teaching of fluency, comprehension and vocabulary.

The independent teacher survey also indicated that not all teachers are confident using the Learning Progressions as a data source to help inform the teaching of reading or numeracy.

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.