

# 2021 Annual Report

## Mandurama Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Mandurama 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 Strategic Improvement 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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Mandurama Public School

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## Message from the principal

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Mandurama Public School has been an integral part of our community for over 140 years. We sit on Wirajuri land and acknowledge and honour the elders who have looked after the land we are situated on. Our school has stood proudly in our village through gold-mining, agricultural property development, 2 World Wars, an economic Depression, and the rise and fall of rail transport. It was here when electricity was introduced to the area and when cars replaced horses as the main transport. It is really humbling to lead a school with so much history.

Throughout these decades, many generations of families have proudly sent their children to MPS to learn to read, write, count and develop into responsible and respectful citizens. Despite the challenges of 2021, we have continued this proud tradition to Aim High. We regularly check the learning of every student and I am proud to report that all of our students have achieved growth and success with some achieving outstanding results. We have achieved almost all most of the targets that we set for ourselves for this year as part of our School Improvement Plan.

Our staff and parents have worked tirelessly this year so that our students' learning was uninterrupted despite COVID restrictions. Our students demonstrated the resilience to cope with changes and disappointments of not attending excursions or interactions with other students for most of the year. They knuckled down to their learning and their faith and optimism in the school being a safe place was inspiring.

Our literacy and numeracy teaching practices reflect the latest research and students who are not achieving expected levels are supported by our quality tutor program. Our attendance is outstanding. Our Mandurama Kitchen Garden Rules program coordinated by Mrs Hill has thrived as we integrate numeracy and science learning into this program. Evidence of our success is ACARA's (Australian Curriculum and Reporting Authority) filming and interviewing of how we have successfully integrated digital technologies into our Mandurama Kitchen Garden Rules program.

However, despite our successes, with 3 students moving to High School in 2022 and no new enrolments evident, it has been decided that the school will be moving into recess in 2022. The trend for decreasing enrolments has been evident over the past 10 years and we have just become too small. This has been deeply distressing for many of our families, staff, students and long-term supporters of our school. However without enrolments we cannot continue to operate at this time.

Please know that the school is not closed. If enough families indicate that they wish to enrol students at MPS, it will be re-opened. I genuinely hope that this will happen. However meanwhile, all MPS trophies, photos, and memorabilia and will be housed at our historic Mandurama Hall. I thank the Hall Committee for their co-operation in keeping our school's resources within our village. The grounds of our school will continue to be maintained to ensure our school does not fall into disrepair.

AS this is my final Annual School report as Principal of Mandurama Public School, I wanted to communicate that I have been honored and humbled to lead our school as Teaching Principal over the past 4 years. I have met many inspiring people and some pretty wonderful children and their families

Please enjoy reading our Annual School Report to find out more about the successful year that we have.

Yours sincerely,

Mrs Karen Brill

## School vision

Every student at Mandurama Public School is known and supported through respectful relationships with staff in a high quality teaching environment, so that every student is a confident, resilient, responsible and successful learner.

## School context

### Who Are We?

Mandurama Public School is a rural school located on Wiradjuri land, in the Central West of New South Wales. It is located 28 kilometres from Blayney and 44 kilometres from Cowra. The larger regional centres of Orange and Bathurst are approximately 60 kilometres from our school. Currently, there are five students enrolled and no students identify as Aboriginal or Torres Strait Islander. Our FOEI has increased steadily over the past years to 148.

We have strong support structures in place for all students. Through our personalised learning approach, we accelerate learning for students within the K-6 classroom so that every child is challenged, regardless of their age and stage. We have developed positive relationships with our families and parents report high levels of satisfaction with school communication.

We are proud key contributors to our local community and engage in a wide range of activities including Agricultural Shows, MusicaViva, and Country Women's Association International Days.

We are members of the Heritage Country Schools' Network where we share in excursions, sporting carnivals, fun runs, sporting days and cultural events including NAIDOC Day. We are a small school with big connections that enable excellent opportunities.

### Previous School Plans

The two strong threads in our previous school plan focused on knowing every student so that teaching staff can plan for every student's learning success. Through tracking student growth, understanding our syllabuses and literacy and numeracy learning progressions, we now deliver explicit teaching so that nearly every child achieved expected growth at or above expectations.

Our second thread has resulted in our school being more inclusive and knowledgeable so that every child connects, engages and succeeds at our school. We successfully reached out to a wide range of agencies to professionally upskill ourselves in learning how to be better teachers for students with a variety of learning needs. Student surveys indicate that our families are very satisfied with the school and feel connected, supported and challenged.

### Moving Forward

Through our recent situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students continue to achieve at or above expected growth in their learning. This will be achieved through teachers planning and delivering explicit teaching together in reading and numeracy. The collection, evaluation and use of student learning data will form a strong foundation for our school improvement.

Our school culture is underpinned by high expectations for every child in a positive and supportive school environment. We are committed to every student being a confident, resilient, responsible and successful learner. This will be achieved through strong and respectful partnerships with parents, students and the school 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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: Student growth and attainment

### Purpose

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In order to maximise the learning outcomes for every student, all staff will collect, evaluate and use data to understand student learning needs. This will inform differentiated teaching so that students will become self-directed learners who are aware of their own progress and confidently work with teachers to direct future learning.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of Data to Inform Practice
- Explicit Teaching

### Resources allocated to this strategic direction

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**Socio-economic background:** \$8,371.00

**Low level adjustment for disability:** \$11,212.00

**Literacy and numeracy:** \$1,365.00

**School support allocation (principal support):** \$9,334.00

**Professional learning:** \$5,121.00

**Location:** \$6,300.00

### Summary of progress

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#### Use of Data To Inform Practice

Staff participated in professional learning in the analysis of data to inform the teaching of reading and numeracy. This included use of the Schedule of Early Numeracy Assessment (SENA) and the implementation of the York Assessment of Reading for Comprehension (YARC). Personalised learning goals were developed for each student to ensure teaching and learning programs were explicit and responsive to the needs of every student. Collaborative planning enabled staff to track student progress on literacy and numeracy progressions in the areas of Understanding Text and Understanding Units of Measurement. Data was reviewed and updated on the progressions at five weekly intervals.

The use of a variety of assessment tools to triangulate data enabled teaching and learning interventions to address the needs of all students. A shared commitment by all staff to actively improve their pedagogy contributed to an inclusive learning environment allowing for effective differentiation of the curriculum.

Interruptions to sustained learning due to periods of remote learning impacted the ability of staff to effectively analyse all data sources in a timely manner.

Most identified students achieved beyond expected growth in Understanding Texts and Place Value with students receiving additional targeted intervention if growth was not as expected.

#### Explicit Teaching

Staff participated in professional learning in researching evidence-based teaching strategies in the explicit teaching of reading and numeracy. This included Understanding Units of Measurement 3-10 and Understanding Texts 3-10, as well as understanding syllabus expectations and knowing students and how they learn. Providing students with effective feedback was also prioritised.

Students were initially tracked on a data wall. It was observed that student progress was limited as expected growth in each progression can take up to two years in the senior years. It was also observed as being hierarchical and student names were removed to ensure students were not easily identified by other students.

Staff identified that the Literacy and Numeracy Hub was an effective resource to identify evidence-based explicit teaching processes in the teaching of reading and numeracy. Teaching and learning programs included learning intentions and success criteria so that students had a better understanding of what they were learning and why.

Systematic planning of reading and numeracy focused through five weekly professional learning meetings enabled staff to collaboratively build learning goals for each student. Teaching and learning interventions were then developed with a focus on the explicit teaching of Understanding Texts and Understanding Units of Measurement.

Interruptions to student learning impacted the ability of staff to meet formally every five weeks however were still able to meet informally on a regular basis.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Improvement in the percentage of students achieving in the Top 2 bands NAPLAN in reading trending towards the Cowra Small Schools Network above the baseline.	Cowra Small Schools NAPLAN scores indicate an improvement in the percentage of students achieving in the top 2 bands towards the Network target for reading.
Increase the proportion of students in the Cowra Small Schools Network achieving in the top 2 NAPLAN numeracy bands towards the target.	Cowra Small Schools NAPLAN scores indicate the baseline percentage of students achieving in the top 2 bands towards the Network target for numeracy was maintained.
Improvement in the percentage of students achieving expected growth in NAPLAN reading above the baseline.	The proportion of Year 5 students in the Cowra Small Schools Network achieving expected growth in NAPLAN reading is 71% which is above state expectations
Increase the percentage of students achieving expected growth in NAPLAN numeracy, from the baseline trending towards the lower bound school-level target.	The proportion of Year 5 students in the Cowra Small Schools Network achieving expected growth in NAPLAN numeracy has increased by 35%.

## Strategic Direction 2: High Expectations Learning Culture

### Purpose

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We will maximise the learning growth of students through a culture of high expectations, where students are connected, engaged and challenged. A collaborative, strategic and planned approach will ensure optimum conditions for student learning and wellbeing.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Wellbeing

### Resources allocated to this strategic direction

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School support allocation (principal support): \$4,600.00

### Summary of progress

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#### INITIATIVE 1: HIGH EXPECTATIONS

- Establish clear and consistent expectations for learning, behaviour and attendance
- Guide and support students towards meeting expectations of learning

#### INITIATIVE 2: WELLBEING

- Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation
- 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.
- Target support for different phases of student development and for students who may be at risk

#### SUCCESS CRITERIA FOR BOTH INITIATIVES

- Teachers, parents and the community regularly work together together to support consistent and systematic processes that ensure student absences do not impact learning outcomes. *Attendance data at our school remains strong as 5 out of 6 students are achieving over 90% attendance and 3 out of 5 students achieving above 95% attendance. Our attendance processes includes immediate contact when students are away and working with parents whose children's attendance is causing concern. Students that are away on family business are sent with their learning to complete. The school vision of being an inclusive learning environment where students want to be at school is reflected as a result of this strong attendance.*
- A school-wide, collective responsibility for student learning and success is shared by parents and students towards the pursuit of excellence for every student. *Regular communications with parents to share student success is evident through texts and face to face conversations with parents, social media posts and samples of work in the school newsletter. Students are beginning to engage in their learning in a reflective manner demonstrating more responsible learning habits. Regular school assemblies twice a term also focus on sharing student learning success and rewarding attendance, learning achievement and overall improvement. All parents attended parent meetings, either virtual or face to face, most of the time. While COVID-19 and concerns about the school's immediate future absorbed a lot of emotional energy, the actions that the staff, students and parents put into keeping the school viable as well as the strong attendance in challenging times reflects the strong commitment that the school community has to providing every student with a high quality education.*
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. *The purchase of Sentral was an excellent tool to better monitor student well-being, identify patterns of behaviours and communicate more effectively with parents and other external agencies supporting students, especially those with disabilities. All staff were trained to use this tool to report positive achievements and negative behaviours causing concern. While it was planned that a whole school Discipline Code was to be developed, this was distracted by only six students attending the school and upcoming concerns about the viability of the school for 2022.*
- 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.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students attending school more than 90% of the time to trend towards the schools lower bound attendance target.</p>	<p><b>Attendance</b></p> <p>5 out of 6 students attended school greater than 94% of the time. This indicates that teachers and parents are working positively together and that are processes for checking and following up on absences are successful.</p>
<p>Improvement of our school's performance using the School Excellence Framework in the element <b>Learning Culture</b> to achieve some themes at <i>Sustaining and Growing</i> levels including:</p> <ul style="list-style-type: none"> <li>- High Expectations</li> <li>- Attendance</li> </ul>	<p><b>High Expectations</b></p> <p>Our school demonstrates a culture of high expectations as evident through regular interactions with parent and the community to support student learning.. Regular communications and sharing of success with parents, using a wide variety of communications technologies, including ZOOM to engage parents in assemblies, regular phone calls emails, social media and text messaging have ensured that our students are supported in reaching their potential.</p> <p><b>Attendance</b></p> <p>All but one of our students has achieved at or above 94% attendance despite the complexities of the COVID pandemic.</p> <p>As a result, our school is now performing in <i>High Expectations and Attending</i> themes of the School Excellence Framework at <b>Excelling</b> level.</p>
<p>Improvement of our school's performance using the School Excellence Framework in the element <b>Wellbeing</b> to achieve all themes at <i>Sustaining and Growing</i> levels</p> <ul style="list-style-type: none"> <li>- Caring for Students</li> <li>- A Planned Approach to Wellbeing</li> <li>- Individual learning Needs</li> <li>- Behaviour</li> </ul>	<p><b>Caring for Students/A Planned Approach to Wellbeing/Individual Learning Needs/ Behaviour</b></p> <p>A more strategic and planned approach to well-being is evident through planned teacher meetings to discuss the learning and wellbeing of every student using observation data. Improvement is collecting observations using software such as Sentral has been a valuable tool in enabling this process. As a result, individual interventions were planned and implemented for students causing concern in a timely, collaborative and strategic manner. However, a review of MPS's Discipline Code to improve consistency and build understanding did not eventuate as a result of changed focuses in parent meetings regarding the school's future viability.</p> <p>In themes identified, our school is at <b>Sustaining and Growing</b> levels for all except Caring for Students with is at <b>Excelling</b>.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$33,291.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mandurama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Support of eligible student to set, participate and succeed with IEP targets</li> <li>• Support of student to attend Year 7 transition and small schools community excursions and activities including the Leadership Excursion to Canberra</li> </ul> <p>Supporting eligible student to attend Canberra Leadership excursion and Year 7 Transition evens with unfamiliar peers</p> <ul style="list-style-type: none"> <li>• Supporting eligible student engagement and participation in all learning activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Achievement of IEP goals  Successful attendance and engagement at Year 7 Transition activities  Improved engagement in new learning  Successful attendance and engagement in overnight excursions with unknown peers from other schools.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>School is in recess</p>
<p>Socio-economic background</p> <p>\$8,371.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mandurama Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Tp released to lead 5 weekly teacher team meetings to discuss student learning and assessment data and design more targeted learning experiences using what works best practices</li> <li>• release of Teaching Principal to attend professional learning activities so that collaborative and reflective strategic school improvement results in a strong School Improvement Plan informed by a comprehensive Situational Analysis.</li> <li>• release Principal to continually analyse learning data, support students at risk of disengaging, act as Learning Support Team Coordinator and to support all staff to improve in their roles.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved teacher quality through professional learning activities focused on the use of assessment data to inform future learning. A shared Situational Analysis and subsequent School Improvement Plan 2021-2024 has been developed with parents and staff. Clear progress in both strategic directions has resulted so that all students demonstrated growth in targeted reading and numeracy focus areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>School will be in recess.</p>

<p>Low level adjustment for disability</p> <p>\$14,753.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mandurama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Inform Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff in the use of data to inform learning to support student learning</li> <li>• employment of additional staff to support individualised literacy and numeracy programs</li> <li>• supplementation of extra-curricular activities including the Mandurama Kitchen Garden Rules program to build numeracy and scientific thinking skills</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All teaching staff can now independently update student learning achievements onto PLAN2 using the progressions. All teaching staff report improved understanding and application of the evidence informed teaching practices of Explicit Teaching and Use of Data to Inform Learning. The Mandurama Kitchen Garden program continues to engage our students and has been utilised to build numeracy and science and technology skills and understanding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our school will be in recess.</p>
<p>Location</p> <p>\$6,300.00</p>	<p>The location funding allocation is provided to Mandurama Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities including the Mandurama Kitchen Garden Rules program</li> <li>• employment of additional teacher time to work as a Literacy and Numeracy mentor with students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved literacy and numeracy results for identified students (understanding texts and multiplicative strategies)</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our school will be in recess</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mandurama Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<ul style="list-style-type: none"> <li>• employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improvements in numeracy and literacy learning in multiplicative strategies and understanding texts for all targeted students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our school will be in recess</p>
<p>QTSS release</p> <p>\$900.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mandurama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to implement evidence informed teaching practices to support student learning in numeracy (understanding units of measurement) and literacy (understanding texts)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved teacher understanding of assessment, progressions and the syllabus to accurately assess and plot student learning and design individualised learning as a result.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our school will be in recess</p>
<p>COVID ILSP</p> <p>\$5,800.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 2 students identified who require interventions with multiplicative strategies both demonstrated at least one progression level improvement in 12 weeks. . 2 out of the 3 students identified who required interventions to improve understanding text skills and knowledge also achieved at last one progression level improvement in 12 weeks. Our literacy intervention group was impacted on as a result of casual staff to fill in for teacher unavailable for the rest of the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our school will be in recess.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	3	4	3	2
Girls	5	5	4	4

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	84.2	88.4	93	87.5
1	100	79.2		
2	95.8	94.8		
3	100	77.6	100	
4	87.6	96.7		96.2
5	87.6	70.7	100	
6		79.2	89.8	96.2
All Years	91.3	83.5	96.9	95.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7		
2	93.5	93		
3	93.6	93	92.1	
4	93.4	92.9		92.5
5	93.2	92.8	92	
6		92.1	91.8	91.5
All Years	93.5	92.8	92.1	92.3

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	28,246
<b>Revenue</b>	391,593
Appropriation	383,552
Grants and contributions	8,030
Investment income	11
<b>Expenses</b>	-370,317
Employee related	-340,334
Operating expenses	-29,983
<b>Surplus / deficit for the year</b>	21,276
<b>Closing Balance</b>	49,523

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	12,694
<b>Equity Total</b>	23,151
Equity - Aboriginal	0
Equity - Socio-economic	8,371
Equity - Language	0
Equity - Disability	14,781
<b>Base Total</b>	315,519
Base - Per Capita	1,726
Base - Location	6,420
Base - Other	307,374
<b>Other Total</b>	23,645
<b>Grand Total</b>	375,010

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.

No students were enrolled at our school in Years 3 and 5 to sit NAPLAN.



## Parent/caregiver, student, teacher satisfaction

During the second half of 2021, the community and staff were consulted regarding the future educational provision at Mandurama Public School. As a result of a long term decline in enrolments over the previous 10 years, and limited likelihood of short-term future enrolments, a decision was made to place the school into recess for 2022. The community has strong hopes that in the future, Mandurama Public will once again be a thriving school.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.