

# 2021 Annual Report

## Menai Public School



2520

# Introduction

The Annual Report for 2021 is provided to the community of Menai Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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## Message from the principal

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It is easy to define the success of 2021 by the challenges presented in the second half of the year, however it is important for us all to remember that the first half of our year at Menai Public School was as close to normal as you could ask.

We began our year welcoming in our newest members of the Menai Public School family - our Fantastic Foxes! Despite having a limited transition and orientation to prepare for the move to big school, our youngest students and their families navigated this milestone exceptionally well. Miss Ford did an outstanding job of leading our Early Stage One program, ensuring that our Kindergarten children began their schooling journey well supported, highly engaged and lovingly cared for each and every day. Miss Sharon was a mainstay of the Kindy team in her role of School Learning Support Officer, spending many an hour waiting patiently outside the toilets, holding tiny hands and wiping away little tears. Whenever the trials and tribulations of middle management weighed me down, I logged off, masked up and took a walk down to Kindergarten. There I was greeted like a rock star, welcomed to join in every activity and came away absolutely certain of why I do what I do. There was such a special connection between the Fantastic Foxes, Miss Ford and Miss Sharon and it made for a wonderful first year of school for your children. Thank you so much, Miss Ford and Miss Sharon and congratulations, Fantastic Foxes.

Our Year 1 students - Class Clever Crocodiles - embarked on their second year of interrupted learning with the wisdom and experience well beyond their years. This cohort of students hold the unique record of being the only group to have had the first two years of school affected by the pandemic. Through both Kindergarten and Year 1, our Crocodiles and their families experienced school through the lens of COVID-19 restrictions. Parents and carers were rarely allowed to come onsite to share their learning journey and many of our extracurricular programs that tell the fundamental story of what primary school days are supposed to be all about were yet to be experienced in all their glory. Our Year 1 students were not been deterred by these events and under the exceptional leadership of Miss Wall and Miss Jeffares, they thrived; learning and growing together and having a whole lot of fun along the way. Thank you so much Miss Wall and Miss Jeffares and well done, Clever Crocodiles!

2021 saw us expand our class structure to include a fifth class. This was a strategic decision and the first step towards the realisation of our long term plan for expansion and growth. The agreed placement of the fifth class was in Year 2, seeing us create three straight classes K-2, enabling the cohorts to develop strong social bonds with their peers and experience explicit teaching of curriculum content in a smaller class group. As we set about recruiting a quality teacher to lead our expansion, we realised we had the perfect candidate already working hard and achieving excellent outcomes for our students. The fabulous Miss Bird and her aptly named Perfect Peaches made 2021 such a fun year. Armed with their flashy new flexible furniture and a classroom with the best view of our beautiful grounds, they practiced gratitude, embraced joy and lived their best lives every single day. Miss Bird prepared her Peaches for the transition into primary incredibly well - they have a social conscience, an awareness of their impact on the world around them and extend kindness to others without a second thought. No wonder their attendance record was the best in the school! Thank you so much, Miss Bird and congratulations, Perfect Peaches, we are really proud of all of you.

Our two primary classes saw a lot of comings and goings this year - we welcomed many new faces across Years 3-6

and farewelled some long standing families as they took the plunge and made the big move north, west and south.

Our &frac34; class - Class Marvellous Matildas as they are officially known - were an interesting bunch. Outward appearances would suggest they were hardworking, polite, engaged with learning and active contributors to the life of our precious little school. However, I had it on good authority - my own first hand experiences - that Class Matildas had another side to them. A dark side. A side that manifested in a wicked sense of humour which carried on whether they were learning at school or learning from home. In fact, I think their experience of Zooming through Terms 3 and 4 made their commitment to humour take hold stronger than ever! My experiences of Class Matildas dark side in 2021 include logging on to find them all "asleep" in their Zoom, being thrown into a slime making lesson and being asked to come and see them "without a shirt". Their conspiratorial giggling is one of the best sounds you can hear and it doesn't take a genius to work out where they have learned that from! Class Matildas managed to squeeze an awful lot of learning in between gags though and I must congratulate them all on their commitment to learning throughout the whole year. I am always impressed by the huge leap in our children's social and academic maturity after two years with Mrs Kertemiou and the wonderful support of Mrs Britter. Thank you so much Mrs Kertemiou, Mrs Britter and Class Marvellous Matildas!

Our senior class - the Brilliant BFGs - did had not let the pandemic deter them from having fun, staying connected and engaging with their learning. Under the reliable leadership of Mr Hallworth, our senior students endured another year of&hellip;Dad jokes, puns and funky socks. And loved every minute of it! While this year (and last) may have robbed our Year 6's of many of their rites of passage out of primary school, they had the good fortune to be taught by Mr Hallworth in his final two years at MPS. Looking at their increasingly maturing faces, hearing their deepening voices and watching them slowly but surely morph into pre teens with an inability to communicate at anything under 1000 decibels, it's easy to wonder where all that time went. Our Year 5 students were wonderful sidekicks to Year 6, learning valuable lessons about what it means to navigate uncertainty with optimism. sadly 2021 was the last year for Mr Hallworth at MPS as he prepared to make the big move to WA in 2022 with his family. Mr Hallworth played such a valuable part of our success over the past four years, absolutely embodying the Department's ethos that every student is known, valued and cared for. We could not have asked for a more professional and committed teacher to guide our senior students through some of the toughest times. Public education in NSW's loss is most certainly WA's gain.

2021 was sadly our last year with Mrs Messiter as she stepped into the glorious chapter of retirement. Mrs Messiter was a committed staff member of MPS for many years, taking on many roles with the most recent one as our beloved librarian. We've been so fortunate to have a steady staff team over the past five years and to be losing two of our team in one year is another thing 2021 has thrown at us. And when someone has been part of the community for as long as Mrs Messiter has, there is a real sense of loss attached to that change even though we are all extremely happy for her and all that lies ahead.

2021 was an outstanding year for student growth and attainment - even with the interruptions to learning - and this was due to the phenomenal work done in the learning support space led by Mrs Cini and supported so capably by Mrs Tracy, and our awesome foursome: Mrs Britter, Miss Emma, Mr Steve, and Miss Sharon. Their tireless work during the lockdown was incredible to watch and truly embodied what it means to be a team. Ms Ullrich provided another amazing year of art - with success for our students occurring once again in Operation Art.

Our other team of hard workers - Mr Martin our General Assistant, Sandra who managed our school canteen, and Bill the Cleaner who battled daily with the plovers, cockatoos and crows for control of the school bins - must be thanked for another year of supporting our school.

I want to acknowledge and thank Mrs Holmewood for all she did to keep this school running in 2021. She is the heart and soul of our school and maintained her dedication all through another challenging year.

Our wonderful P&C patiently rode the COVID wave for another, more challenging year, balancing their desire to raise funds for our school with the requirements of the pandemic to keep people safe. Nonetheless they managed to squeeze a few fundraisers into the year and we are all very grateful to the team for finding time in their extremely busy lives as professionals and parents to man stalls, run BBQ, organise raffles, source uniform items and prepare COVID safe plans to ensure that things could happen safely.

On behalf of all of us at Menai Public School, I want to thank all the parents and caregivers for stepping through 2021 with us. The pandemic forced us to take our relationships beyond the usual professional boundaries in order to make sense of the world we had to operate in. We were truly grateful for your collaboration, honesty, good humour and compassion. I know we are all hoping for the best in 2022 and what constitutes the best is anyone's guess! But we'll cross that bridge together when we come to it!

Kate Drury - Principal



## School vision

At Menai Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. We take immense pride in our school motto, *Together We Learn and Grow*, and value its place at the heart of everything we do. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Menai Public School is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement embedded in a culture of high expectations and active support of improvement in other schools.

## School context

Menai Public School is a close-knit, inclusive environment where every student is encouraged to learn and grow in a beautiful bush land setting. Enrolment numbers have fluctuated over the past seven years, with current enrolments sitting stable at 104. This number is expected to rise over the coming years and the school is planning strategically to facilitate this anticipated growth. Our school has a dedicated, stable team of professionals with classroom teachers, support staff and administrative staff working collaboratively to take shared responsibility for student improvement.

Menai Public School works cohesively with local primary and secondary schools through the Community of Schools Between the Rivers (COSBTR) and enjoys wonderful partnerships with the P&C, local preschools and community organisations to support student learning and wellbeing across the school.

The two strong threads through the previous school plan focussed on continual whole school improvement and the school community working collaboratively to support the wellbeing of all, were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified two areas of focus for this Strategic Improvement Plan: the need for an emphasis on embedding quality teaching practices in order to facilitate student growth and attainment in literacy and numeracy and the need to move towards deeper reflective practices based on quality data analysis, collaborative practice and feedback to sustain quality teaching practice.

### 1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and Lyn Sharrat's *Clarity*. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

We will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- teachers' beliefs about their students
- the selection of explicit teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- feedback which provides students with relevant, explicit, ongoing, constructive and actionable information about their performance
- teacher professional learning and school resourcing

### 2. Educational Leadership

Our second whole school focus is underpinned by the evidence base provided by What works best: 2020 update, Lyn Sharrat's *Clarity: what matters most in learning, teaching and leading* and *Towards a Moving School* by John Fleming and Elizabeth Kleinhenz.

In order to drive ongoing, school wide improvement in teaching practice and student results, we will embed explicit systems that facilitate the development of a high expectations, professional learning and performance culture. These systems will be informed by an explicit and sustained focus on:

- instructional leadership
- collaborative practice and feedback

Instructional Leaders work with teachers to identify students who may require additional literacy and numeracy support and tailor interventions to address these needs. Professional learning opportunities are facilitated by instructional leaders

for both school executive and classroom teachers through a wide range of approaches including peer observation, structured feedback on lesson observation, and one-on-one mentoring and coaching in specific aspects of pedagogy. Maintaining a focus on distributed instructional leadership can sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

Effective collaborative practice improves teacher quality. Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Effective collaboration requires teachers to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others. This drives ongoing school-wide improvement in teaching practice and student results.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
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

On 19/08/2021 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesised the annotated information provided in the body of evidence.

Menai Public School is a small school with an enrolment of 104 students across five classes (K, 1, 2, 3/4 and 5/6). Our school ICSEA value is 1026 and our FOEI is currently 100. The school is comprised of students from a range of social and cultural backgrounds with 9% Indigenous, and 23% with a language background other than English. We embrace the diversity that this brings to our learning environment. The school is committed to providing a quality learning environment where all students are encouraged to achieve their personal best. The process undertaken has provided the school with an opportunity to collaborate through in-depth discussions based on an analysis of information collected to determine what the strengths of the school are, as well as future directions. After careful examination of the School Excellence Framework and consideration of our school context, two evidence sets describing the school's practices were

identified by the self-assessment committee, comprising the principal and assistant principal and agreed upon by the whole staff.

Each of the two executive team members took on responsibility for the creation of an evidence set, consulting all staff throughout the artefact-gathering process. The Google Drive application was used during this stage and we found this a very helpful tool because we were able to see one another's progress at any time. It also helped us to achieve a uniform approach and easy transfer of collected evidence between sets.

Our executive team worked with the whole staff to reflect on our current context and those school practices that supported the statement of excellence. With this in mind, the executive team collected evidence that supported these practices, and aligned them with the School Excellence Framework. Evidence sets describing the school's practices were created by the executive team and agreed upon by the whole staff during staff meeting time. The approach taken was to consider the statement of excellence for each element of the School Excellence Framework and reflect upon those school practices that supported the statement of excellence. Artefacts were collected and mapped using the School Excellence Framework.

As part of the external validation self-assessment process, the school has identified the following elements as areas for future growth:

### **Curriculum**

- Build teacher skills in differentiation to meet the varying needs of our learners..
- Prepare staff for the introduction of new K-2 syllabuses.

### **Assessment**

- Develop a consistent whole-school assessment strategy to inform student growth and attainment over time.
- Monitor & evaluate the whole-school assessment strategy and refine where necessary.

### **Data skills and use**

- .Develop whole-school processes for collecting and analysing data to inform teaching and learning.

### **Educational leadership**

- Maintain an explicit and sustained focus on instructional leadership and collaborative practice and feedback.
- Developing systems that support the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and the building of a strong pipeline of leaders.



## Strategic Direction 1: Student growth and attainment

### Purpose

The school recognises the importance of a sharp, deep focus on strategic areas to address improvement in order to meet system-negotiated and school-determined targets in reading and numeracy.

### Initiatives

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.

- Reading
- Numeracy
- Attendance and engagement

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$2,316.06  
**Professional learning:** \$740.70  
**Socio-economic background:** \$20,481.36  
**QTSS release:** \$4,736.94  
**School support allocation (principal support):** \$13,604.80  
**6300:** \$5,000.00  
**Integration funding support:** \$92,978.00  
**Aboriginal background:** \$5,422.40  
**English language proficiency:** \$33,541.73  
**Low level adjustment for disability:** \$49,321.27

### Summary of progress

#### READING AND NUMERACY

Throughout 2021 students and staff of Menai Public School continued to strive towards whole school improvement in teaching and learning. The school had a sustained focus on implementing effective, evidence-based teaching methods that optimise learning progress for all students. Our aim was to ensure teaching and assessment was responsive and personalised to meet the unique needs of each student through a collaborative and reflective approach to planning, teaching and assessment. Several emerging practices relating to how we use data at our school were enabled by the school self-evaluation process in 2020. A range of practices were embedded into the school calendar throughout 2021 to support the facilitation of data literacy across the school. Through ongoing professional learning, staff have a developing understanding of data skills and use.

#### What were our specific actions?

Collaboratively engaged with professional learning around formative assessment practices.

Implemented programs informed by consistent and reliable student assessment and continuous tracking of student progress and achievement.

Engaged with current research and best practice case studies around assessment.

Built staff capacity to understand our system-negotiated targets and what was required to achieve the necessary uplift in student growth and attainment in literacy and numeracy.

Implemented well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.

Embedded regular data rounds into our professional learning schedule.

Funded the expansion of the learning support team to support the implementation of targeted programs in literacy and numeracy.

Funded the creation of a fit-for-purpose space where staff can collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop plans for continuous improvement.

Adopted a centralised data management system to help us track student wellbeing, curriculum, assessment, and reporting information.

### **Why were these actions significant to the school context?**

Performance in standardised testing has historically been irregular across literacy and numeracy, with severe spikes and dips in student performance recorded regularly. By making learning visible, and teaching of literacy and numeracy explicit, we want to develop a common language around curriculum and achievement to build a consistent and accessible narrative around student attainment and growth.

### **What was the impact?**

Teaching and learning programs describe what all students are expected to know, understand and do.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Teachers use reliable assessments to capture information about student learning.

Teachers share criteria for student assessment with students, parents and carers.

Formative and summative assessments create opportunities for students to receive explicit and timely feedback on their learning.

Most students can articulate their learning and understand what they need to do next to enable continuous improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

The school identifies growth targets for individual students using internal progress and achievement data.

Staff engaged in scheduled data rounds to review student assessment data.

Teachers regularly use student progress and achievement data to inform lesson planning.

The school collects, analyses and reports specific internal and external student and school performance data on a regular basis.

Our school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

### **Where to next?**

A whole school assessment strategy will be created so that the school can ensure that the learning of all students is systematically monitored. The school will continue to build knowledge and utilisation of formative assessment practices and seek opportunities to share practice with colleagues across our Community of Schools. The school will continue to engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team will regularly use student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Assessments will be developed/sourced and used regularly across stages/year levels or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

## **ATTENDANCE AND ENGAGEMENT**

Following a rigorous situational analysis in 2020 it was agreed that attendance processes needed to be strengthened if we were going to achieve sustained and measurable whole school improvement.

### **What were our specific actions?**

Worked collaboratively with parents, carers, and the community to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

The school community are made aware of the positive impact regular and improved attendance has on student learning outcomes.

Attendance data was regularly analysed and is used to inform planning.

Whole of school and personalised attendance approaches were undertaken in collaboration with families and the wider community.

The school's staffing was organised and managed to ensure an effective learning environment and achievement of the school's strategic directions/system-negotiated targets.

#### **Why were these actions significant to the school context?**

Building a school community that supports lifelong learning, is inclusive and socially responsible requires a strong foundation based on quality planning, resourcing, and implementation. Over the course of 2021, Menai Public School has continued to develop an authentic culture of openness, transparency, and inclusion.

#### **What was the impact?**

Staff, students, and the wider community are welcomed and engaged, sharing in the values of our school.

The school collects and analyses information to inform and support students' successful transitions.

There is demonstrated commitment within the school community that all students make learning progress.

Provision of a staffing mix that is suited to the emerging needs of students and the professional needs of staff paired with high quality administrative processes that are transparent and accountable results in the creation of a safe learning environment for all students and their families.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

#### **Where to next?**

The school will continue to monitor and analyse data, research best practice and receive feedback to support wellbeing systems. We will ensure our wellbeing flowchart is a workable document that is reviewed and updated to meet the needs of the current school context. The school will continue to prioritise evidence-based change to whole school practices to ensure optimum conditions for student wellbeing and engagement across the school. The school will continue to engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

#### **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>
More than 32.9% (system-negotiated target baseline) of students perform in the top two (or equivalent) NAPLAN bands in reading.  More than 16.3% of students perform in the top two (or equivalent) NAPLAN bands in numeracy (system negotiated target baseline).	In 2021, 41.38% of students performed in the top two (or equivalent) NAPLAN bands in reading. This is an uplift of 2.92% from 2019.  In 2021, 37.93% of students performed in the top two (or equivalent) NAPLAN bands in numeracy. This is an uplift of 11.01% from 2019.  No NAPLAN results were recorded in 2020 due to COVID19 affecting the testing schedule.
More than 36.5% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline).  More than 26.1% of students achieve expected growth NAPLAN numeracy	In 2021, 81.82% of students achieved expected growth in NAPLAN reading. This is an uplift of 1.82% from 2019.  In 2021, 72.73% of students achieved expected growth in NAPLAN numeracy. This is an uplift of 12.73% from 2019.

<p>(system-negotiated target baseline).</p> <p>At least 77.31% (system-negotiated target baseline trajectory) of students are in attendance &gt;90% of the time.</p>	<p>No NAPLAN results were recorded in 2020 due to COVID19 affecting the testing schedule.</p> <p>In 2021, 78.07% of students were in attendance &gt;90% of the time. This is an uplift of 5.32%.</p>
<p><b>2021 Progress measure Improvement as measured by the School Excellence Framework:</b></p> <p>SEF Element: Assessment - delivering</p> <p>SEF Element: Effective Classroom Practice - sustaining and growing</p> <p>SEF Element: Data Skills and Use - delivering</p>	<p>In 2021, Menai Public School completed the self reflection process against the School Excellence Framework (SEF S-aS). Additionally, in August 2021, the school participated in the External Validation process. The school's results and the EV panel report results were as follows:</p> <p><b>MENAI PUBLIC SCHOOL SELF ASSESSMENT 2021</b></p> <p>SEF Element: Assessment - sustaining and growing</p> <p>SEF Element: Effective Classroom Practice - sustaining and growing</p> <p>SEF Element: Data Skills and Use - sustaining and growing</p> <p><b>EV PANEL REPORT 2021</b></p> <p>SEF Element: Assessment - sustaining and growing</p> <p>SEF Element: Effective Classroom Practice - sustaining and growing</p> <p>SEF Element: Data Skills and Use - sustaining and growing</p>

## Strategic Direction 2: Educational leadership

### Purpose

The school uses embedded and explicit systems that facilitate collaborative practice in order to drive ongoing, sustained and measureable whole school improvement.

### Initiatives

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.

- Collaborative practice and feedback

### Resources allocated to this strategic direction

**Socio-economic background:** \$23,656.90

**QTSS release:** \$14,211.00

**Professional learning:** \$14,455.09

**Literacy and numeracy intervention:** \$35,317.17

**6300:** \$70,000.00

### Summary of progress

Due to increased student enrolments, the school received monetary support in our 2021 budget to reinstate an Assistant Principal and so a new position of 'Assistant Principal, Instructional Leadership' (APIL) was created. Throughout 2021, the school executive team, comprising of the principal and APIL, positively impacted on school culture through mentoring, collaborating and team leadership. The executive team enthusiastically supported and worked with all colleagues to improve their understanding of effective teaching practices, policies and processes thus improving practice to enhance student learning outcomes.

### What were our specific actions?

Collaboratively engaged in professional and supportive discussions with leaders and teams, to plan for professional goals and aspirations as educators.

Attended quality professional learning - Primary Executive Network (PEN) conference to network and build skills.

Staff supported and mentored pre-service teachers to successfully complete university placements.

Staff encouraged and mentored beginning teachers to build their skills and knowledge to successfully and confidently achieve proficient accreditation.

Connected with specialist and expert staff from the Department of Education to draw on professional learning communities.

Supervised and supported School Learning and Support Officers through work experience placements.

Developed professional learning communities within the school to ensure a collaborative approach to improving teaching and learning.

### Why were these actions significant to the school context?

With a teaching principal and no formal executive layer in our small school setting, it is crucial to build leadership capacity and mentoring skills among existing staff to ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Menai Public School has built a passionate approach towards collaboration and engaging professionally with teams to improve practice to support our students and staff.

### What was the impact?

- Collaborative teams have been built for K-2 and 3-6 to improve teaching and programming.
- Beginning teachers successfully achieved proficiency with planned mentoring and support from our Assistant Principal/Instructional Leader (APIL).
- Support staff successfully completed their TAFE courses, supported by the sharing of staff knowledge and the provision of in-school experience.
- Pre-service teachers successfully completed placements in our school setting and were awarded their degrees in teaching.

- Staff continue to contact and mentor pre-service and beginning teachers to build strong collegial connections.
- Executive, staff, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Teachers' Professional Development Plans (PDPs) are supported by a coordinated whole school approach to developing professional practice, informed by research.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
- One teacher was awarded Highly Accomplished Teacher (HAT) accreditation through the National Educational Standards Authority (NESA), and is now supporting other colleagues within the school and across our tri-network of schools.

### Where to next?

To continue to build staff skills and engagement with experts to further support collaboration and best practice to improve student outcomes. We aim to build the leadership capacity of all staff and drive strategic directions through professional learning and leadership teams.

### Progress towards achieving improvement measures

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
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.	Executive, staff and stage meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.
The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.	Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by our APIL.  Teachers' attainment of their professional goals and their maintenance of accreditation are supported by the school's APIL.
Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.  All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$92,978.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Menai 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>• Attendance and engagement</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around MiniLit, MacqLit and InitialLit</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around SMART goals</li> <li>• consultation with external providers for the implementation of MiniLit, MacqLit and InitialLit; MAPA training and SMART goal creation</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLP)</li> <li>• staffing release to build teacher capacity around Management of Actual or Potential Aggression (MAPA)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.</p> <p>The school community celebrates regular and improved attendance. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7).</p> <p>The needs of all students are explicitly addressed in teaching and learning programs.</p> <p>Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</p> <p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.</p> <p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> <p>The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and</p>



<p>Integration funding support</p> <p>\$92,978.00</p>	<p>understand what they need to learn next to enable continuous improvement.</p>
<p>Socio-economic background</p> <p>\$44,138.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Menai 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>• Collaborative practice and feedback</li> <li>• Reading</li> <li>• Attendance and engagement</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>• Instructional leader has been able to conduct weekly schedule of professional learning for each member of staff, drawing on their professional goals, as linked to the APTS.</li> <li>• additional staffing to implement MiniLit and MacqLit to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Explicit teaching is the main practice used in the school, reflecting the current evidence base.</p> <p>Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.</p> <p>The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.</p> <p>Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.</p> <p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p> <p>Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p>Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.</p> <p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk</p> <p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. The school engages in strong collaborations between parents, students and</p>



<p>Socio-economic background</p> <p>\$44,138.26</p>	<p>the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.</p> <p>Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</p> <p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p> <p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>
<p>Aboriginal background</p> <p>\$5,422.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Menai Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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>• Attendance and engagement</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>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>There is demonstrated commitment within the school community that all students make learning progress.</p> <p>Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p> <p>Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.</p> <p>Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p>Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p> <p>Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made</p>

<p>Aboriginal background</p> <p>\$5,422.40</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Ongoing commitment to achieving the goals of the Partnership Agreement (2020 - 2030):</p> <ul style="list-style-type: none"> <li>- The educational outcomes for Aboriginal children and young people will be as good as or better than those of the general student population of New South Wales.</li> <li>- On completion of school, Aboriginal young people will confidently express and demonstrate their knowledge of the cultures of their own Peoples as well as their achievement of western education.</li> </ul> <p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>
<p>English language proficiency</p> <p>\$33,541.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Menai 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>• Attendance and engagement</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.  Teaching and learning programs describe what all students are expected to know, understand and do.  The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.  The needs of all students are explicitly addressed in teaching and learning programs.  The wellbeing of students is explicitly supported by identified staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.  The school monitors and reviews its curriculum provision to meet changing requirements of the students.  Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.  Every student can identify a staff member to whom they can confidently turn</p>

<p>English language proficiency</p> <p>\$33,541.73</p>	<p>for advice and assistance at school.</p>
<p>Low level adjustment for disability</p> <p>\$49,321.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Menai 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>• Attendance and engagement</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention through MiniLit, MacqLit and InitialLit to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and LaSC</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>MiniLit students who attended at least 80% of lessons scoring significantly higher on tests of Letter-Sound Knowledge, Phoneme Awareness, Regular Word Reading and Non-word Reading at both six and 12 weeks after the intervention began.</p> <p>Students who did not engage with reading and phonics prior to undertaking the programs now identifying as readers and enjoy sharing their learning with others.</p> <p>Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p> <p>The co-development of expectations of behaviour by students, staff and the community ensures effective conditions for learning. The expectations are explicitly taught and consistently applied across the school.</p> <p>The school's curriculum provision and evidence-based teaching practices providing a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> <p>The school monitoring and reviewing curriculum provision to meet changing requirements of the students.</p> <p>Teaching and learning programs describing expected student progression in knowledge, understanding and skill and the assessments that measure them.</p> <p>Teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p> <p>Most students being able to articulate their learning and understand what they need to learn next to enable continuous improvement.</p> <p>Students, staff and the community recognising that student wellbeing and engagement are important conditions for learning.</p> <p>The school planning for and monitoring a whole-school approach to student wellbeing and engagement.</p> <p>The development of effective partnerships in learning with families motivating students to deliver their best and continually improve.</p> <p>Attendance data being regularly analysed and used to inform planning.</p> <p>Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>

<p>Low level adjustment for disability</p> <p>\$49,321.27</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuing to work with families of students in the MiniLit, MacqLit and InitialLit programs to understand the importance of regular school attendance on student attainment and growth while in the programs.</p> <p>Ongoing investment in training of staff to successfully deliver and monitor the progress of students in MiniLit, MacqLit and InitialLit.</p> <p>Ongoing investment in engagement of trained staff to ensure the intervention programs can be delivered with integrity.</p> <p>Continuing to build staff knowledge and confidence to engage in student assessment and data concepts.</p> <p>Teachers involving students and parents/carers in planning to support learning, and share expected outcomes.</p> <p>The school's curriculum provision supporting high expectations for student learning.</p> <p>The curriculum being enhanced by learning alliances with other schools or organisations, where useful and practicable.</p> <p>Continuing to implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>Teachers, parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</p>
<p>Professional learning</p> <p>\$15,195.79</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Menai 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>• Reading</li> <li>• Collaborative practice and feedback</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching and learning with a focus on data informed practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Teachers use data effectively to evaluate student understanding of lesson content.</p> <p>All teachers contribute to gathering and analysing data.</p> <p>Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.</p> <p>There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p> <p>The learning goals for students are informed by analysis of internal and external student progress and achievement data.</p> <p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p> <p>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.</p> <p>The school will promote and demonstrate professional learning in data</p>

Professional learning \$15,195.79	<p>concepts, analysis and use of student assessment data and related tools. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p>
Literacy and numeracy \$2,316.06	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Menai 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>• Reading</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in MiniLit, MacqLit and InitialLit</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.</p> <p>All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</p> <p>A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Proficient and Highly Accomplished professional standard and there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.</p> <p>The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their class/cohort.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Ongoing investment in supporting quality teaching and learning with a focus on lesson planning explicit teaching, feedback and differentiation.</p>
QTSS release \$18,947.94	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Menai 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>• Reading</li> <li>• Collaborative practice and feedback</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul>



<p>QTSS release</p> <p>\$18,947.94</p>	<p><b>The allocation of this funding has resulted in:</b>  Staff across the school being able to authentically engage with the themes under Data Skills and Use, Learning and Development and Professional Standards within the School Excellence Framework (SEF).  Additionally, staff have worked collaboratively to implement evidence-based themes contained in What Works Best (2020) to improve teaching practice and have a positive impact on student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Investment in staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff, beyond the executive team.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Menai Public School who may be at risk of not meeting minimum standards.</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>• Collaborative practice and feedback</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>• employment of qualified staff to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The school's value-add (K-3) is not significantly lower than the value added by the average school.  The school identifies growth targets for individual students, using internal progress and achievement data.  The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes.  Improved student outcomes in NAPLAN and check in data, reflecting a positive impact from our early intervention strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to partner with Communities-in-Schools Partnership (CISP) as a means of early identification of speech problems in our K-2 students.  Continue to build teacher capacity to identify students who are not meeting minimum standards K-2.  Continue to foster strong relationships with parents and carers as partners in the transition journey of our youngest students.  Continue to use student achievement data to inform strategic school resourcing decisions in order to support the success of our youngest students.</p>
<p>COVID ILSP</p> <p>\$49,166.57</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>COVID ILSP</p> <p>\$49,166.57</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 teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups as well as monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy with a focus on reading skills - phonemic awareness, phonics, fluency, vocabulary and comprehension</li> <li>• employing staff to provide online tuition to student groups in phonemic awareness, phonics, fluency, vocabulary and comprehension</li> <li>• providing intensive small group tuition for identified students who were identified as being in the bottom 25% of their expected range for their age group from Year 1 up</li> <li>• employing/releasing teaching staff to support the administration of the MiniLit and MacqLit programs</li> <li>• development of resources and planning of small group tuition programs MiniLit and MacqLit</li> <li>• leading/providing professional learning for COVID educators and facilitators of MiniLit and MacqLit</li> <li>• releasing staff to participate in professional learning - MiniLit, MacqLit, InitialLit</li> <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> Improved student engagement with reading benchmarks for their age; regular and timely assessment of student attainment and growth; collaboration between home and school to ensure a consistent approach to supporting our students' reading improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain our school's engagement with the MiniLit, MacqLit and InitialLit programs, ensuring we have the necessary staff to support the project to run with integrity - staff are trained, interruptions to routine are minimised, attendance rates of participants is monitored and addressed if it jeopardises the impact of the program; whole school support for the timetable is sought.</p>
<p>6300</p> <p>\$75,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Menai 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>• Reading</li> <li>• Collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to participate in professional learning</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• employing/releasing staff to coordinate the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The leadership team taking a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to ensure physical learning spaces are used flexibly to meet a</p>

6300 \$75,000.00	broad range of student learning interests and needs.
Per capita \$23,665.60	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Menai 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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Flexible furniture purchased and installed in 4 x classrooms K-6, complementing the trial classroom. (Year 2)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The leadership team will collaborate with the community to maintain a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology that supports learning is available due to ongoing investment and commitment to maintenance schedules by the school.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	43	42	52	51
Girls	61	50	44	51

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	96.5	89.8	93.8
1	90.1	90.9	92.5	94.1
2	88	94.8	88.4	93.8
3	87.7	91.3	93.7	91.9
4	91.2	92.2	89.6	93.6
5	94.8	91.1	90.9	89.8
6	93.2	91.9	91.2	89.1
All Years	92.1	92.6	90.8	92.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### 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
Assistant Principal(s)	2
Classroom Teacher(s)	4.58
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81
Other Positions	2

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	399,269
<b>Revenue</b>	2,107,286
Appropriation	2,071,579
Sale of Goods and Services	2,144
Grants and contributions	32,432
Investment income	332
Other revenue	800
<b>Expenses</b>	-2,120,677
Employee related	-1,857,612
Operating expenses	-263,064
<b>Surplus / deficit for the year</b>	-13,390
<b>Closing Balance</b>	385,879

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>	92,978
<b>Equity Total</b>	114,373
Equity - Aboriginal	5,422
Equity - Socio-economic	26,087
Equity - Language	33,542
Equity - Disability	49,321
<b>Base Total</b>	995,142
Base - Per Capita	23,666
Base - Location	0
Base - Other	971,476
<b>Other Total</b>	787,585
<b>Grand Total</b>	1,990,078

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.

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me data aims to capture students' responses across a range of measures of their wellbeing, engagement and reflections on the teaching and learning practices that they encounter at school. Together, these three elements capture important factors for ensuring positive outcomes for students across their school lives. Tell Them From Me Data for our school in 2021 indicates the following satisfaction levels from students:

**Advocacy at school:** 96.88% of students surveyed believe there are adults in the school who consistently provide encouragement and who can be turned to for advice. This is an uplift of 5.97% from 2019 survey results.

**Expectations for success:** 90.66% of students surveyed believe school staff value academic achievement and hold high expectations for all students. This result is down 9.34% from 2019 results of 100%.

**Sense of belonging:** 81.25% of students surveyed felt accepted and valued by their peers and by others at school. This is an uplift of 13.07% from 2019 survey results.

# 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.

## Aboriginal Education - School statement

In 2021, students and staff of Menai Public School embraced the commitments set out in the 2020-2030 Partnership Agreement between the NSW Aboriginal Education Consultative Group (AECG) and the NSW Department of Education to strengthen collaboration between Aboriginal communities and schools.

### STAFF

A steering committee of principals across the Woronora River network of schools was collaboratively led by our principal. Two goals were developed as part of an action plan:

1. To improve the educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students by ensuring Aboriginal Education is a priority and is the core business of all staff.
2. To deepen our understandings as a Principal network of Aboriginal Education policy documents and to support the implementation of the policy across the schools and within Strategic Improvement Plans

A series of professional learning events were undertaken by staff across all 20 primary, community and high schools in the Woronora River network in order to achieve these goals. The sessions focused on establishing a common understanding of the 2020-2030 Partnership Agreement, unpacking the Department of Education's Aboriginal Education policy and turning policy into action - embedding authentic activities in each school's strategic improvement plans over the next 4-year improvement cycle.

### STUDENTS

In 2021, our student leaders engaged with Amy Lea Hill-Trindall - 'Dewrang Art' - to create a personalised Aboriginal art-inspired logo for Menai Public School. Amy is a former student of Menai Public School who has worked in the local community as an inspiring and cultural artist. Through a series of inquiry-based sessions, our students and staff collaborated with Amy to develop an inclusive and respectful design which acknowledges the connection between the land that Menai Public School is situated on and the First Nations People. By displaying this logo in our school, we pay respect to the Dharawal and Eora Nations and extend our respect to the Elders past, present and to the future Aboriginal communities.

- Bright yellow and green represent the school colours and the natural bushland with wattle trees surrounding the school.
- The design has incorporated the three rivers connecting the Menai community; Woronora, Cook and Georges Rivers.
- Leaf symbols are used to show medicinal healing leaves traditionally used in the Aboriginal community during smoking ceremonies.
- Kangaroo and human footprints are shown to connect the land and animals taking care of each other and the environment. The light footprints represent the minimal impact on this precious land.

In 2021, students and staff of Menai Public School demonstrated their commitment to building understanding and appreciation of the richness and diversity of Aboriginal cultures and histories through their engagement with these significant bodies of work. We will continue to foster opportunities to learn and grow and celebrate the successes of our students and communities. By *Walking Together*, *Working Together* with the NSW Department of Education and the NSW AECG, Menai Public School is consciously working towards supporting the delivery of the identified outcomes during the life of the existing Partnership Agreement (2020-2030).



## 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.



This logo was created in 2021 by Amy Lea Hill-Trindall - 'Dewrang Art'. Amy is a former student of Menai Public School.