

# 2021 Annual Report

## Macleean Public School



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# Introduction

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

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

Our vision is to provide a school where decisions are driven by student need, where teaching and learning is evidence based best practice and every student is known valued and cared for. To ensure all students have a strong foundation in literacy and numeracy. To support students social and emotional wellbeing so that they are able to connect, thrive and succeed. To develop future citizens that are equipped with the skills to embrace creativity, critical thinking, communication and collaboration.

## School context

Maclean Public School is located on Yaegl country on the North Coast of NSW and has an enrolment of 215 students of whom 22% identify as Aboriginal. The school has a FOEI (Family Occupation and Education Index) of 115 and an ICSEA (Index of Community Socio Educational Advantage) of 922. We have strong connections with our local community.

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

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

Extra-curricular opportunities enable our students to excel through a range of experiences. Student participation and performance in the creative and performing arts are particularly strong. The school provides students with access to a range of STEM opportunities ensuring our students are masters of change and leaders in learning. Our kitchen garden program provides students with valuable life skills in a hands-on environment. Our students have many opportunities to represent the school in a variety of sports.

Through our situational analysis, we have identified 3 areas of focus for our school improvement plan.

To achieve system targets for student growth and attainment we will focus on data driven evidence based practice. Focus areas in numeracy include, appropriate mental or written strategies to solve problems and recording using informal and formal units of measurement. In reading we will focus on effective comprehension strategies and vocabulary building.

To support our current wellbeing programs, we will further build upon PBL and develop a whole school 'Social and Emotional Learning' program. Our wellbeing team will continue to work closely with 'BeYou' to ensure we implement effective programs that are based on current research.

We will have a continued focus on maintaining and enhancing a positive school culture where effective systems and practices support continuous improvement and high levels of engagement for our whole 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
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

Our purpose is to provide conditions that ensure improved student growth and achievement in literacy and numeracy. We will deliver data driven, evidence based teaching practice that caters to the needs of individual students.

### 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.

- Data Driven Practice
- Quality Teaching - Literacy/Numeracy

### Resources allocated to this strategic direction

**Early Action for Success (EAFS):** \$102,000.00

**Professional learning:** \$12,935.00

**Refugee Student Support:** \$763.05

**QTSS release:** \$22,962.00

**Literacy and numeracy:** \$4,500.00

**Location:** \$2,035.00

### Summary of progress

*Our focus for 2021 was to ensure effective strategies and processes for data analysis and reflection were used for responsive curriculum delivery, including to track student progress, growth and achievement, review, and adapt practice accordingly. To embed systems to develop a culture that supports teacher collective efficacy, where the delivery of quality teaching is focused on the improvement of all students' literacy & numeracy skills.*

*Professional Learning in data literacy, data analysis, and data use in teaching for all staff was an integral part of the initiative. The introduction of 'Data Teams' provided the platform for data analysis, consistent teacher judgment, and professional dialogue on teaching strategies drawn from the literacy and numeracy hub to ensure student learning was at the forefront of all practices, and these practices were targeted at student need. Teachers underwent professional learning on the 'Learning Progressions' and used student data to plan and embed quality practices into their everyday teaching. Instructional Leaders provided differentiated support for staff at their point of need.*

*As a result, adapted teaching and learning programs reflect targeted teaching using appropriate instructional strategies. Students in K-6 are plotted in targeted elements on the Learning Progressions and are on track.*

*Through participating in a range of professional learning developed by school services (LANSAs) we have built teacher capacity to build literacy and numeracy knowledge and pedagogy. This has enabled the beginning of a more consistent use of language and approach to the explicit and consistent teaching of reading and maths.*

*Next year in this initiative we will:*

- *Adjust the 'Data Teams' process regarding focus areas and adjust tracking proformas.*
- *Participate in the Quality Teaching Rounds professional learning program with the University of Newcastle to further support quality teaching and collective efficacy.*
- *Work with staff to further establish processes to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.*

### 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
• Students achieving in the top two	The proportion of Year 3 and 5 students achieving in the top two bands in

<p>NAPLAN bands for reading increases by 5% or more from baseline data.</p> <ul style="list-style-type: none"> <li>• Students achieving in the top two NAPLAN bands for maths increases by 6% or more from baseline data..</li> <li>• 80% K-2 students reading at the expected level.</li> <li>• 75% of students from Yr 2-6 will show at least a year's growth in PAT reading scaled scores comparing start to end of year.</li> <li>• 70% of students from Yr 2-6 will show at least a year's growth in PAT math scaled scores comparing start to end of year.</li> <li>• SEF-SAS indicates progress in targeted elements.</li> </ul>	<p>NAPLAN numeracy has not increased.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has not increased.</p> <p>Students reading at the expected level in K-2 as measured by running records: Kindergarten 60%, Year 1 74 % and Year 2 92%. Overall 75% at level.</p> <p>76% of Yr 2, 65 % of Yr3, 83% of Yr4, 82% of Yr5 and 92% of Yr6 students show a year's growth as measured by PAT. Target achieved except for Yr 3.</p> <p>82% of Yr 2, 80 % of Yr3, 80% of Yr4, 85% of Yr5 and 89% of Yr6 students show a year's growth as measured by PAT. Target achieved.</p> <p>SEF-SAS indicates progress.</p>
<ul style="list-style-type: none"> <li>• Reading expected growth increased by 5% from baseline data. (NAPLAN)</li> <li>• Numeracy expected growth increased by 5% from baseline data. (NAPLAN)</li> </ul>	<p>The proportion of students achieving expected growth in NAPLAN literacy has decreased.</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy has increased by 18%.</p>
<ul style="list-style-type: none"> <li>• PLAN2 data entry is on track.</li> </ul>	<p>PLAN 2 data indicates data entry for all students in targeted elements is on track.</p>



## Strategic Direction 2: SD 2 Wellbeing

### Purpose

To strengthen the cognitive, physical, social, emotional, and spiritual development of students, through the implementation of proactive evidenced based strategies.

### 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.

- Social and Emotional Wellbeing
- Individualised Supports

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,000.00

**Location:** \$2,500.00

**Aboriginal background:** \$30,000.00

**Low level adjustment for disability:** \$41,180.00

**Professional learning:** \$3,500.00

### Summary of progress

*Our focus in 2021 through the 'Social and Emotional Wellbeing' and 'Individualised Supports' initiatives was to support the cognitive, physical, social, emotional, and spiritual development of students.*

*In 2021 the Positive Living Skills program was implemented across the school, this enabled the development of a common positive language for teaching children the fundamental skills of self-regulation, kindness, appreciation, gratitude, empathy, compassion, peer support, respect, diversity, inclusion, acceptance and confidence. Staff and student feedback has been positive, with students able to identify and incorporate practical and positive social and emotional skills. A scope and sequence for the program has been developed and implementation will continue in 2022 with a focus on family connection.*

*Tell Them From Me survey data reporting expectations for success, Advocacy, and sense of belonging indicates an improvement of 6.3% and is above the state average. To support continued improvement we will embark upon 'A Student Voice Project'.*

*Staff have accessed and completed a variety of professional learning to build capacity, knowledge, and understanding to effectively teach and support students with differing needs, including trauma, mental health, and learning difficulties. BeYou survey data and teaching programs indicate increased expertise in identifying and catering to individual learning differences and behaviour management, whilst there is still work to be done to improve knowledge and understanding of complex trauma. In 2022 staff professional learning will focus on complex trauma and critical response.*

*The wellbeing team has enabled both increased access for students, staff, and parents/carers to expertise within the school setting and also provided stronger connections to outside agencies and department resources and effective Individual learning plans that will provide ongoing continuity for students and teachers. We will continue to further develop relationships and support.*

*COVID-19 had a negative impact on gaining progress against attendance targets however, strategies and protocols regarding attendance were developed. These included the development of individual attendance plans for identified students and also staff professional learning on NSW DoE attendance policy. The Learning and Support Team and Wellbeing Team have analysed data, which has identified a target group of students to develop personalised plans for in 2022.*

### 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
• Increase the percentage of students	COVID-19 has had an impact on achieving an increase in students

<p>attending 90% or more of the time by 5% to be above the system-negotiated baseline target.</p> <ul style="list-style-type: none"> <li>• Students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as measured by the TTFM survey increases by 6% from baseline data.</li> </ul> <p>SEF</p> <p>Wellbeing Element - Attendance from Delivering to Sustaining and Growing.</p>	<p>attending 90% or more of the time. 64% of students attending 90% or more as measured at the end of Term 4 2021.</p> <p>Students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as measured by Tell Them From Me data shows an improvement of 6.3% from the baseline data, this percentage exceeds the target.</p> <p>Wellbeing Element - Attendance progressed from Delivering to Sustaining and Growing.</p>
<ul style="list-style-type: none"> <li>• Survey data indicates taught elements of the 'Positive Living Skills' program are having a positive impact.</li> <li>• Wellbeing data indicates a reduction in negative social incidents, measured against 2020 baseline data.</li> <li>• Annotated teaching programs reflect differentiation strategies that meet the learning and wellbeing needs of all students.</li> <li>• Wellbeing Team established.</li> </ul>	<p>Survey data reflects the Positive Living Skills program is positive.</p> <p>Wellbeing data indicates a reduction of 20% in negative social/behaviour incidents, measured against 2020 baseline data.</p> <p>Analysis of learning programs indicates the majority of learning programs include evidence of adjustments made to accommodate individual student needs.</p> <p>The wellbeing team is established and has enabled increased access for students, staff, and parents/carers to expertise within the school setting and also provided stronger connections to outside agencies and department resources.</p>



## Strategic Direction 3: SD 3 Effective Systems and Practices

### Purpose

To establish a culture of high expectations, that has a focus on continuous improvement of teaching and learning through collaborative performance development. To embed highly efficient structured processes that enable a self-sustaining and self-improving school community.

### 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 Performance Development
- Effective Planning and Management

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,000.00

**QTSS release:** \$10,000.00

### Summary of progress

*Throughout 2021 we made significant progress developing and embedding structures to support improved collaboration exists within the school, an environment in which teachers and leaders are committed to their own learning and that of their peers while building the professional expertise required to support the diverse learning needs of all students.*

*PLC's are established and are working on agreed structures to identify and target improved student outcomes, plotting students on the learning progression implementing high-impact instructional strategies.*

*Collaborative performance development will be supported in 2022 through the Quality Teaching Rounds initiative.*

*COVID-19 impacted on the frequency of Learning Walks limiting data collection, to support implementation in 2022 we will increase resources to support the initiative.*

*The Learning Support referral process has been adjusted to include current supports and planning proformas from the NSW DoE, which has enabled increased efficiency in supporting improved student learning outcomes.*

*Analysis of learning programs indicates the majority of learning programs include some evidence of adjustments made to accommodate individual student needs. 2022 will have a continued focus on building teacher capacity to differentiate through targeted professional learning that supports staff to develop a deeper understanding and capacity to implement a wider range of differentiation strategies.*

### 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
<ul style="list-style-type: none"><li>• Professional Learning Communities established.</li><li>• Learning walks are conducted by both supervisors and peers.</li><li>• All staff have built the capacity to effectively use data to inform teaching, evidenced in PLAN2.</li><li>• Increased teacher capacity to diagnose learning needs and respond effectively is evident through the mentoring program</li></ul>	<p>The PLC's are established and are working on agreed structures to identify and target improved student outcomes, plotting students on the learning progression implementing high impact instructional strategies.</p> <p>Learning walks have been effectively used to support teaching staff to use well constructed learning intentions and success criteria. COVID-19 impacted on the frequency of learning walks.</p> <p>All students in K-6 have been plotted on PLAN2 in the targeted elements.</p> <p>Analysis of learning programs indicates the majority of learning programs include evidence of adjustments made to accommodate individual student needs.</p>

- Referral processes reviewed and communicated to all relevant parties.
- Resources allocated appropriately in the 2021 budget.

The Learning support referral process has been updated to reflect current resources and procedures, in line with the NSW DoE disability standards.

2021 budget approved and resources allocated effectively.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Data Driven Practice</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>• SLSO in class support provided during literacy sessions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student outcomes in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to allocate SLSO support during literacy sessions.</p>
<p>Integration funding support</p> <p>\$107,185.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maclean 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>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students have been able to access learning and social/extracurricular activities appropriate to their needs with the support of school learning support officers. Staff have been able to utilise the support to ensure individual learning plan goals are achieved. The Learning and Support Team have collaborated with teachers and SLSO's to ensure appropriate learning and or behaviour support plans are created and shared with stakeholders and gain access to external providers where necessary.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students with high needs will continue to be supported by SLSO's that have the knowledge and skills to enhance the students' learning journey. The LaST will provide expertise and connections to external agencies.</p>
<p>Socio-economic background</p> <p>\$130,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maclean 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>• Social and Emotional Wellbeing</li> <li>• Collaborative Performance Development</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>• The implementation of a whole school Social and Emotional Learning</li> </ul>

<p>Socio-economic background</p> <p>\$130,000.00</p>	<p>program.</p> <ul style="list-style-type: none"> <li>• Engage teachers in setting explicit professional learning priorities and collaboratively plan to meet them, using internal expertise as well as accessing effective practice outside the school or through department professional learning and initiatives.</li> </ul> <p>Stage teams jointly develop deep learning experiences, common assessment tasks, and a consistent approach to moderating student work, that aligns with the MPS maths scope and sequence.</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the Kitchen garden program implementation.</li> <li>• additional staffing to support students with additional needs in Kindergarten and Stage 2.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Funding allocated to professional learning to effectively teach SEL has resulted in improved staff knowledge and skills to teach social and emotional skills to students.</p> <p>The funding support for the Kitchen Garden program has provided students with the opportunity to learn life skills and nutritional information through hands-on learning.</p> <p>Employment of a school funded classroom teacher has allowed for class environments that meet the educational and SEL needs of identified students. It has also provided enhanced opportunities for staff to share expertise and build teacher efficacy.</p> <p>The funds allocated for collaborative practice sessions and targeted professional learning has resulted in increased syllabus knowledge, the update of our maths scope and sequence, development of planning and teaching resources to support effective maths instruction.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The SEL program, (Positive Living Skills) will be integrated into the PDHPE scope and sequence and taught across the school and connected to the school community through the PLS newsletter. Funding will be used to support identified students in targeted small group and individual settings. The Kitchen Garden program will continue, with all students accessing the program and extra lessons allocated to identified students to develop life skills.</p> <p>SLSO's and school-funded teacher allocation will be employed to provide support in identified students and cohorts.</p>
<p>Aboriginal background</p> <p>\$84,800.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maclean 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>• Individualised Supports</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>• Using our Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process and ensuring the wellbeing of Aboriginal students is supported .</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in 85% of Aboriginal families engaging in the PLP process and students developing authentic cultural goals. Reviews of Personalised Learning Pathways indicate the majority of students achieved their goals. Tell Them From Me data indicated 80% of Aboriginal students feel like their culture is valued at school and 86% of aboriginal students reported that teachers understood their culture.</p>

<p>Aboriginal background</p> <p>\$84,800.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to use the AEO to further develop relationships with the community and ensure PLP's are authentic. The Aboriginal education team will have a focus on learning about and promoting cultural competency throughout the staff.</p>
<p>English language proficiency</p> <p>\$3,396.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maclean 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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students targeted performing at or above stage level in English.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The support was successful and depending on student enrolments for 2022 a similar approach will be taken if appropriate to student needs.</p>
<p>Low level adjustment for disability</p> <p>\$133,265.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Maclean 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>• Individualised Supports</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>• 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>• employment of a wellbeing teacher to provide intervention programs that support student needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff have accessed and completed a variety of professional learning to build capacity, knowledge, and understanding to effectively teach and support students with differing needs, including trauma, mental health, and learning difficulties. BeYou survey data and teaching programs indicate increased expertise in identifying and catering to individual learning differences and behaviour management, whilst there is still work to be done to improve knowledge and understanding of complex trauma. In 2022 staff professional learning will focus on complex trauma and critical response.</p> <p>The wellbeing team has enabled both increased access for students, staff, and parents/carers to expertise within the school setting and also provided stronger connections to outside agencies and department resources and effective Individual learning plans that will provide ongoing continuity for students and teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A wellbeing teacher will continue to be employed to provide expertise and support to students, staff and the wider school community.</p>
<p>Location</p>	<p>The location funding allocation is provided to Maclean Public School to</p>

<p>\$4,535.00</p>	<p>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>• Quality Teaching - Literacy/Numeracy</li> <li>• Social and Emotional Wellbeing</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>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students having access to cultural excursions to enhance their connection to culture and areas of local significance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funds will continued to be used to support students to access educational content that involves a cost.</p>
<p>Professional learning</p> <p>\$16,435.00</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 Maclean 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>• Data Driven Practice</li> <li>• Quality Teaching - Literacy/Numeracy</li> <li>• Individualised Supports</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>• Staff completed the following professional learning: Data Teams, PLAN2, Components of Reading, Effective Reading Big Ideas and Strong Start Attendance policy and procedures and Risk Assessment/Management.</li> <li>• Engaging in current educational research through a variety of readings. Professional learning communities established.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved teacher capacity to identify student need and target teaching with effective instructional strategies, resulting in improved students outcomes evidenced in PLAN2 data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to provide professional learning to staff identified through the PDP process and the school plan.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Maclean Public School with administrative duties and reduce the administrative workload.</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>• Employment of a school administrative officer.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved communications within the school and wider community.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>



<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p><b>funding will be:</b> This funding will continue to be used to increase effective communication processes.</p>
<p>Literacy and numeracy</p> <p>\$4,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Maclean 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>• Quality Teaching - Literacy/Numeracy</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>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved teacher capacity to teach reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Literacy and Numeracy funding 2022 is incorporated into the AP C&amp;I position.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Maclean Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Data Driven Practice</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 Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher capacity in data literacy and consistent teacher judgement as a result of Instructional leader led professional learning. Teaching and learning programs that reflect targeted teaching using appropriate instructional strategies to target student need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding has been discontinued for 2022. Students will be supported through the appointment of an Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$32,962.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maclean 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>• Data Driven Practice</li> <li>• Effective Planning and Management</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>• Staffing release for Instructional leaders/Data team leaders provide</li> </ul>

<p>QTSS release</p> <p>\$32,962.00</p>	<p>support for teachers to implement targeted instructional strategies. Professional readings Literacy and Numeracy guides shared and discussed in PLC's.</p> <p><b>The allocation of this funding has resulted in:</b> Staff capacity has been built in the analysis of data, which has supported effective targeted teaching. Teachers' capacity to identify individual student needs has increased which has led to improved student outcomes in reading comprehension and number and algebra.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to upskill staff and leaders in the collection, analysis and use of student data to improve learning outcomes in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Maclean 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>• 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>• employment of additional classroom teacher to provide a learning environment that enables intensive in class support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having access to small group instruction in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding has been discontinued for 2021.</p>
<p>COVID ILSP</p> <p>\$133,733.00</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>• providing intensive small group tuition for identified students who were...</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved outcomes in literacy and numeracy for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will be used to continue the Minilit and Multilit programs as well as small group maths tuition.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	80	93	98	110
Girls	73	79	85	93

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	94.8	93.6	90
1	92.9	92.4	93.9	88
2	91.6	91.5	93.6	90.4
3	92.5	91.5	89.6	87.1
4	91.7	93.5	91.7	88
5	90	91.5	93.8	86.4
6	92	92.1	91.4	89
All Years	92	92.4	92.5	88.4
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)	6.93
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.02

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>	302,502
<b>Revenue</b>	2,563,466
Appropriation	2,481,192
Sale of Goods and Services	12,652
Grants and contributions	68,633
Investment income	90
Other revenue	900
<b>Expenses</b>	-2,546,405
Employee related	-2,250,566
Operating expenses	-295,839
<b>Surplus / deficit for the year</b>	17,061
<b>Closing Balance</b>	319,562

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>	139,948
<b>Equity Total</b>	351,811
Equity - Aboriginal	85,461
Equity - Socio-economic	130,860
Equity - Language	3,396
Equity - Disability	132,094
<b>Base Total</b>	1,579,568
Base - Per Capita	45,113
Base - Location	4,536
Base - Other	1,529,920
<b>Other Total</b>	256,663
<b>Grand Total</b>	2,327,990

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

We have provided the opportunity for parents/caregivers and teachers to provide feedback through Tell Them From Me Surveys, School generated surveys, Parent interviews, P and C Meetings and informal interactions.

Student survey results indicated that Maclean Public School students are socially and academically engaged, have positive relationships with peers and teachers and are proud of their school.

Staff feedback provided information regarding access to and completion of professional learning opportunities, improved collaborative practices and resourcing needs to support improved teaching and learning.

Parent satisfaction was gauged through parent-teacher interviews and informal interactions reflect positive feedback overall. Although COVID-19 restrictions have had an impact on whole school events, those that we were able to go ahead with were extremely well attended.

# 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.