

# 2022 Annual Report

Manifold Public School



2464

# Introduction

The Annual Report for 2022 is provided to the community of Manifold 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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Manifold Public School

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## School vision

At Manifold Public School, we strive for high levels of student engagement and success in an inclusive school environment. Students maximise their potential through high expectations and future focused learning experiences. Our vision is to be partners in learning and collaboratively empower all students to grow in confidence and resilience to become self-directed and successful learners.

## School context

Manifold Public School is a rural and remote school located in the Richmond Valley area, 20 kilometres from Lismore, Casino and Kyogle. The school community is unique in catering to individual students needs and extending learning in various ways.

Through our situational analysis, we have identified the need for a continued emphasis on:

- Effective K-6 multistage programs
- Using data for quality teaching and learning
- Increasing student engagement and self regulation.

## 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student outcomes all staff will use formative and summative assessment data to identify the student learning needs of and inform differentiated teaching. High expectations with student learning in Literacy and Numeracy experiences will lead to student growth and attainment.

### 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.

- Effective K-6 multistage programs
- Using data for quality teaching and learning

### Resources allocated to this strategic direction

**Integration funding support:** \$55,842.44

**Socio-economic background:** \$10,510.47

**Teaching Principals Relief:** \$6,999.80

**Aboriginal background:** \$6,543.00

**Per capita:** \$4,164.00

**Location:** \$215.00

**Low level adjustment for disability:** \$18,126.14

**Teacher Entitlement:** \$24,857.00

**QTSS release:** \$2,959.00

**AP Curriculum & Instruction:** \$31,010.00

### Summary of progress

The 2022 initiatives for Strategic Direction 1 focused on the effective delivery of the Maths and English curriculum in a K-6 multistage class.

Teachers differentiated the delivery of the English curriculum through the implementation of InitialLit English programs for students working at Early Stage 1 and Stage 1 levels and teacher designed units for students working at Stage 2 and Stage 3. Data analysis at the end of Term One resulted in selected students accelerating through the InitialLitK and InitialLit2 program. In addition, analysis showed a need for a greater focus on student writing in all Key Learning Areas in Terms 2 and 3. The Assistant Principal Curriculum and Instruction supported the classroom teacher with quality English lessons through lesson observations, feedback, data collection and analysis. Analysis of Semester Two 2022 Check in Reading Assessment data shows a school need to review the planning, programming and delivery of English for students in Stage 2 and 3.

In 2021, the implementation of an effective K-6 Maths Number Program featured the effective use of Essential Assessment. Essential Assessment provided teachers with immediate information to assist with the selection of teaching content for Number concepts and refined the communication process with students and parents. Various staff movements during 2022 resulted in inconsistent use of Essential Assessment in analysing and planning for Number activities. Essential Assessment data was not used to communicate with parents. 2023 will require new staff to be trained with the use of Essential Assessment to plan, program, assess and report student achievement with all Maths areas.

### 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
Raising student results in the Top 2 bands in NAPLAN for Literacy and Numeracy by 5% from the baseline data (system negotiated small schools target)	<b><i>The school was unable to reach the NAPLAN top 2 bands for Literacy.</i></b>

Raising student results in the Top 2 bands in NAPLAN for Literacy and Numeracy by 5% from the baseline data (system negotiated small schools target)	<b><i>The school was unable to reach the NAPLAN top 2 bands for Numeracy.</i></b>
In the absence of NAPLAN Growth data in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021-2022.	<b><i>14% of Year 4-6 students achieved positive growth in the Semester Two 2022 Reading Check In Assessments for tracked years 2021-22.</i></b>
In the absence of NAPLAN Growth data in 2022, positive growth data evident in Check In assessments for Stage 2 and Stage 3 tracked years 2021-2022.	<b><i>57% of Year 4-6 students achieved positive growth in the Semester Two 2022 Numeracy Check In Assessments for tracked years 2021-22.</i></b>
<b>NAPLAN Value-Add</b> • Value Add is Sustaining & Growing for K-3, 3-5 and 5-7.	<b><i>Value Add can not be determined because the NAPLAN tests were not run in 2020.</i></b>
<b>SEF</b> *SEF element 'Data skills and use'- Delivering.	<b><i>Due to staff movements, the School Excellence Framework element of "Data skills and use" is scored at "Working towards delivering."</i></b>

## Strategic Direction 2: Engagement and Success

### Purpose

To ensure there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### 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.

- Student Engagement
- Self Regulation

### Resources allocated to this strategic direction

: \$1,381.22

**Socio-economic background:** \$5,105.20

**Low level adjustment for disability:** \$1,393.62

**Location:** \$724.29

**Teaching Principals Relief:** \$3,932.22

### Summary of progress

*The 2022 initiatives for Strategic Direction 2 were designed to build on prior outdoor school programs to enhance student leadership and embed a fully inclusive learning culture. Teachers successfully engaged students in school life with involvement in the PSSA Touch Football finals and other sports programs with other small schools, weekly Gardening/Cooking activities linked to the PD/Health and Maths program, and daily teaching and learning experiences of explicit social skills. Student success with these initiatives supported some student's attendance and had a positive impact on reducing the number of negative disciplinary actions during Term 1 and 4.*

*In planning for the continuation of these initiatives for Strategic Direction 2 in 2023, teachers will need to consider reviewing the school's wellbeing procedures, in line with the states behaviour strategy, and look for opportunities to support students with greater self regulation and wellbeing initiatives. The school will continue to look for opportunities to be involved with other schools to deliver syllabus content and broaden student real and virtual connections.*

### 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 attending > 90% of the time to be trending towards the upper bound system-negotiated target.	Students attending >90% of time trending downwards.
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be trending towards the upper bound system-negotiated target.	Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases is not trending towards the upper bound system-negotiated target. This data to be confirmed on the Scout system.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$72,042.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Manifold 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>• Effective K-6 multistage programs</li> <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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Integration Funding Supporting during 2022 has enabled all targeted students to successfully engage in English and Mathematics through the provision of additional support staff and personalised learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Manifold Public School will continue to ensure all students engage in their learning and are well supported at point of need.</p>
<p>Socio-economic background</p> <p>\$34,317.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Manifold 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>• Effective K-6 multistage programs</li> <li>• Student Engagement</li> <li>• Self Regulation</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support the implementation of the Manifold Public School Cooking/Gardening Program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Socio-economic background funds were used to resource the school's cooking and gardening program. As a result of this program, students were engaged with the integration of targeted maths and personal development concepts in real life activities. In addition, this program enabled the school tuck shop to operate a healthy menu every fortnight during 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the cooking and gardening program will continue to be resourced. The school is looking for external support to ensure the quality assurance of this important project.</p>
<p>Aboriginal background</p> <p>\$6,543.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Manifold 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>• Effective K-6 multistage programs</li> </ul>



<p>Aboriginal background</p> <p>\$6,543.00</p>	<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 deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal and Torres Strait Islander background funding during 2022 has enabled the employment of staff to analyse the literacy and numeracy data of Aboriginal and Torres Strait Islander students and provide support in targeted areas to successfully engage these students in English and Maths activities..</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to ensure that all Aboriginal and Torres Strait Islander students successfully engage in English and mathematics. The school will look for opportunities to plan for the addition of Aboriginal and Torres Strait Islander perspectives.</p>
<p>Low level adjustment for disability</p> <p>\$19,519.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Manifold 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>• Effective K-6 multistage programs</li> <li>• Student 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with access to on line English And Maths programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Low level adjustment for disability has enabled targeted students to independently engage with repeated practice of selected Maths and English concepts in a multistage classroom. Additional SLSO allocation provided support to younger students to gain confidence with the use of digital devices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, funds will continue to be used to purchase selected online learning programs to ensure all students successfully engage with the curriculum.</p>
<p>Location</p> <p>\$939.29</p>	<p>The location funding allocation is provided to Manifold Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective K-6 multistage programs</li> <li>• Student Engagement</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 the following impact:</b> Full student participation in leadership activities and support for the implementation of MPS well being procedures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with this allocation to allow full student access to the school's well</p>

<p>Location</p> <p>\$939.29</p>	<p>being procedures.</p>
<p>Professional learning</p> <p>\$4,779.70</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 Manifold Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of casual teacher to enable executive staff to complete training and Department of Education administrative tasks.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Executive staff successfully engaged with professional learning with colleagues to further strengthen professional connections. Professional Learning funds also enabled support staff to engage with specific training related to supporting all students with literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Building staff capacity in a multistage setting is an ongoing need. 2023 Professional Learning funds will continue to develop the professional needs of all staff.</p>
<p>QTSS release</p> <p>\$2,959.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Manifold 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>• Effective K-6 multistage programs</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 teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> QTSS funds were used to employ a teacher to release the teaching principal with the development of support staff. This resulted in the successful implementation of InitialLit programs during English lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The planned release of additional KLA syllabus during 2023 will require the school to support teaching staff with adequate time to prepare for the planned implementation on 2023-24.</p>
<p>COVID ILSP</p> <p>\$16,520.00</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 2022.</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 educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> </ul>

<p>COVID ILSP</p> <p>\$16,520.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Selected students engaged in this intervention program over the duration of the year following student learning achievement data analysis. Experience staff provided consistent delivery of the program in conjunction with the support from the Teaching Principal. All staff are involved in data analysis and contribute towards planning for this program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> If COVID ILSP funding is available in 2023 the structure for this program implementation will remain given its success in 2022.</p>
<p>Teacher Entitlement</p> <p>\$24,857.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manifold 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>• Effective K-6 multistage programs</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teacher entitlement funds were used to support the school with the successful implementation of a quality multistage english and maths program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school plans to use 2023 Teacher Entitlement funds to assist the school with the planning, implementation and ongoing evaluations of all key learning areas. The school will be utilising Department of Education syllabus resources to further integrate content to assist with the delivery of the total curriculum.</p>
<p>Teaching Principals Relief</p> <p>\$37,439.70</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manifold 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>• Effective K-6 multistage programs</li> <li>• Student Engagement</li> <li>• Self Regulation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teaching staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching Principal Release funds were used to support the Principal to engage with additional extra-curricula events for the school as well as efficiently complete all operational administration tasks. As a result of these additional funds the school achievement to state level Touch Football was successfully supported, strengthening the connections with sporting and cultural activities for all students and the community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will continue to support the equity for all students to access extra curricula activities enhancing their engagement in learning in addition to providing the teaching Principal with the necessary release to complete all administrative tasks with success.</p>
<p>Per capita</p> <p>\$4,164.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manifold Public School</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Per capita \$4,164.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective K-6 multistage programs</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>• Employment of additional school administration staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The expenditure of 2022 Per capita funds allowed the school to complete all mandatory administration duties, including mandatory Work Health and Safety tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 2023 Per capita funds will be used to employ additional administration staff to complete all administrative tasks with success.</p>
<p>AP Curriculum &amp; Instruction \$31,010.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Effective K-6 multistage programs</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Lesson observation and team teaching with a colleague.</li> <li>• Planning and implementation of the Kindergarten(2023) Transition Program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The completion of planned whole school activities to ensure staff were engaged with the new K-2 English and Mathematics Syllabus and resources were organised for the full implementation of this syllabii.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide feedback to classroom teachers as students engage with English and Maths activities. Monitor the collection of student data as detailed in the school's 2023 MPS Reporting and Assessment Schedule.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	17	16	9
Girls	9	8	9	7

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.0	88.1	89.9	84.6
1	87.7		81.5	88.3
2	81.3	81.8		83.3
3	93.8	83.9	78.5	83.2
4	90.8	94.2	83.7	81.6
5	89.2	92.3	95.8	75.0
6	82.6	88.9	92.7	87.1
All Years	88.1	88.5	87.7	82.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7		92.7	87.4
2	93.0	92.0		87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	0.2
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	47,886
<b>Revenue</b>	577,335
Appropriation	567,068
Sale of Goods and Services	855
Grants and contributions	9,343
Investment income	70
<b>Expenses</b>	-534,115
Employee related	-455,869
Operating expenses	-78,246
<b>Surplus / deficit for the year</b>	43,220
<b>Closing Balance</b>	91,107

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	50,467
<b>Equity Total</b>	64,370
Equity - Aboriginal	5,164
Equity - Socio-economic	43,651
Equity - Language	0
Equity - Disability	15,555
<b>Base Total</b>	340,793
Base - Per Capita	6,317
Base - Location	1,043
Base - Other	333,432
<b>Other Total</b>	43,539
<b>Grand Total</b>	499,169

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

## Parent Survey Results

The parents were surveyed in March 2023. There were seven out of ten families that responded to the survey based on the Family Partnership Framework.

- The seven families indicated they are quite satisfied with the school community.

### *Communication*

- 86% of those families surveyed indicated they read the fortnightly school newsletter.
- 71% agreed and the remaining 29% of families indicated maybe they would be happy trialing a monthly newsletter and weekly updates through an alternate platform.

### *Connecting Learning with Home*

- Most families that were surveyed (71%) are satisfied with communication around student progress but some families indicated this could be an area to improve on.
- 100% of our families are aware of the expectation for students attending school 90% or more of the time..
- There were suggestions on how the school community can develop stronger partnerships for 2023 by offering more opportunities for families to visit the school (e.g. cultural awareness programs, Project Based Learning Community afternoons, or fun, family days)..

### *Building Community Relationships and Recognising the Role of the Family*

- Most families surveyed indicated the school makes genuine attempts to engage the school community in special events and will continue to do so.
- 85% of survey results indicate school library usage as valued and utilised.
- Six out of the seven families surveyed would like their children to continue to have set homework.
- Survey results indicated that there is a need to increase information informing families about issues or changes, with the need to provide feedback particularly post COVID period and major flooding early 2022. This could be achieved with an increase in P&C involvement and usage of social media platforms (e.g. school Facebook page)..

## Student Opinions

Student surveys indicated most students feel proud of their school and feel they are comfortable discussing their learning with their teachers.

Student opinions gathered suggests they are engaged with their learning tasks and environment from having quiet spaces to learn and active areas for play such as the top oval, fixed equipment and COLA area.

Students feel they are well informed of the routines and expectations. They particularly like the weekly cooking and gardening lessons as part of the Garden to Plate program.

The following points are things the students think make Manifold Public School a great place:

- Great use of technology and learning coding.
- Weekly cooking and gardening lessons.
- Playing
- Nice teachers
- Learning is fun and we still have a good education.
- Teachers care for us.
- Great resources- gardening equipment, kitchen, computers, COLA and sandpit.
- Everyone are friends.

## Staff Opinions

Staff feel the school is a positive place to teach, with a strong supportive team environment.

# 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.