

2022 Annual Report

Mayrung Public School



2508

Introduction

The Annual Report for 2022 is provided to the community of Mayrung 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.

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School vision

At Mayrung Public School we equip students with the tools to be successful, confident, creative, self directed learners. This is achieved through explicit, high quality teaching and the development of a shared language of learning across the whole school community. Students' needs are catered for in a nurturing environment, allowing them to connect, succeed, thrive and learn in an enabling school environment.

School context

Mayrung Public School is a dynamic kindergarten to year six primary school located in a vibrant and productive rural setting, 42 kms north-east of Deniliquin, that has been educating students for over 125 years. It has an enrolment of 29 students and is dedicated to maximising learning outcomes through quality teaching across all key learning areas.

The school has an enrolment of 29 students, of which 3% are Aboriginal. The Wamba Wamba / Barapa Barapa people are the traditional custodians of the land and Mayrung Primary School promotes the culture of the custodians.

Mayrung Primary School is a member of the Deniliquin Small Schools Community which consists of two other local public schools: Conargo Public School and Blighty Public School, and our partnership secondary school, Deniliquin High School. Our school has a partnership with Charles Sturt and Latrobe University's education faculties which involves mentoring practicum students and two-way learning between the school and university.

Mayrung Public School enjoys a cohesive mix of experienced and early career teachers who have high expectations of their students. Current priorities across the school include literacy, numeracy, curriculum differentiation and formative assessment with an emphasis on engaging students using future focused learning methods and tools. The classrooms are state of the art, equipped with interactive panels and a variety of learning environments. Modern technologies are embraced and staff take advantage of our wireless computer network, iPads and individual student laptops to provide every opportunity to access new learnings and opportunities for the implementation of learning technologies.

Community engagement that builds on the strong foundations of Literacy and Numeracy are a priority for our school. The school provides a range of extracurricular programs including, music, debating and sport. Our core values of respect, responsibility, kindness, fairness and personal best are embedded across the school. The parents are valued partners and are actively involved in the school with high expectations of teaching and learning. There is a strong ethos of inclusion, student wellbeing and teamwork.

Our recent Situational Analysis has provided an insight into the needs of Mayrung Public School to allow for further growth in all facets of our students learning. Our future two strategic directions will focus on student attainment and growth and creating sustainable systems and practices to build teaching capacity. The overarching goal being to embed explicit systems that facilitate professional dialogue, collaboration and succinct data collection and analysis to drive ongoing school wide improvement in teaching practice and student results.

The school is committed to developing global citizens with a strong sense of international mindedness and intercultural understanding, through inquiry learning. Students are encouraged to become active, compassionate lifelong learners who understand difference, value diversity and make a difference in their world. Mayrung Public School is placed in a positive position to ensure that this commitment is upheld.

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 | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students, with the main focus on Comprehension. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,492.10

Aboriginal background: \$1,000.00

QTSS release: \$1,000.00

Professional learning: \$5,500.00

Integration funding support: \$17,355.00

Location: \$8,838.00

: \$0.00

Socio-economic background: \$16,368.05

Summary of progress

- *Learning programs have been completely reviewed and remodeled to create connection to progressions and align with the new curriculum. Allocation of funds to provide release for teachers to collaborate when programming, focusing on the delivery of comprehension strategies, has seen a positive growth in student outcomes.*
- *Collaboration has occurred between staff to create a joint, interactive program template on the Mayrung PS Teams.*

<https://schoolsnsw.sharepoint.com/:w/s/MayrungPSStaff/EbzUXEXnN91AIBO0VN3aCnMBKuNcKKn7N-nKWxqSNMofYA?e=xHqJXL> Continual development of the programming process is presently taking place. Teaching staff are being upskilled in the embedment of the new curriculum, PLAN2 V3 and Essential Assessment diagnosis.

- Determining Implementation Gap Matrix, completed for reflection of 2022. (See attached document)

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 |
|--|---|
| Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Reading by 12% | 2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 35% of students in the top two skill bands for reading indicating they exceeded the upper bound of the system negotiated target. |
| Increase the percentage of students attending school more than 85% of the time by 5% or above. | 2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 4.2% of students in the top two skill bands for numeracy indicating progress towards the system negotiated target. |

Strategic Direction 2: Creating a collaborative culture to embed sustainable systems and processes.

Purpose

In order to maximise student learning and wellbeing, strong, sustainable tools and processes will be utilised, that enhance the effectiveness of the management of school resources of time, space and personnel for maximum effect on student learning and wellbeing.

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.

- Collaboratively create effective and sustainable systems

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Aboriginal background: \$1,350.60

Professional learning: \$1,500.00

Low level adjustment for disability: \$2,500.00

Location: \$5,000.00

Summary of progress

- *PD in the use of PLAN2, Essential Assessments and NAPLAN (Scout) have been undertaken by staff to enhance ability to use and manipulate assessment resources to inform future planning. PD in relation to effective feedback has been delivered and strategies are being used in class. Res: Lyn Sharrat: Clarity. David Hopkins: Curious & Enthusiastic Learners.*
- *Collaborative work with CSUS targeting specific literacy areas and creating focus groups has enabled a closer monitoring of students' growth over a period of time.*
- *Student understanding has been enhanced in the area of Understanding Texts, this is evident in Comprehension assessments and delivery of learning tasks. Learning Programs will continue forward to build upon the students' understanding of creating texts as per the new curriculum in 2023.*
- *Teachers will continue to enhance their understanding of the new syllabus, focusing on implementing K-2 English & Mathematics Syllabus and becoming familiar with the new 3-6 Syllabus in English & Mathematics.*
- *Continued use of the Glutzman Model will be used to harvest 5 weekly data information to monitor student growth, focusing on Creating Texts.*

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 in the percentage of students achieving expected growth in NAPLAN reading by 8% from the system-negotiated target baseline. | 2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 35% of students in the top two skill bands for reading indicating they exceeded the upper bound of the system negotiated target. |
| Increase in the percentage of students achieving expected growth in NAPLAN numeracy by 40% from the system-negotiated target baseline. | 2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 4.2% of students in the top two skill bands for numeracy indicating progress towards the system negotiated target. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$17,355.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Mayrung Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SDD:- Review programmed Comprehension units of work implemented via teaching programs. Align with completed assessments conducted over last 12 months measuring effectiveness of new reading program, CAFE reading. Create timeline for continued implementation and embedding of CAFE reading. • Reboot PD related to CAFE reading (Daily 5 Reading Programme). Staff engage in formal meeting to cover CAFE component and strengthen the knowledge of the components of the program. Linda Rance to lead, as coordinator of the initial implementation. Engage in PD to ensure understanding of appropriate assessments which will measure, accurately, the progress of student's learning comprehension. <p>Week 5 & 8 Lesson plans will reflect ongoing focus on Comprehension across all stages. Notification of modification needs and targeted grouping will be included in the components of the programming template. Students identified as requiring additional instruction will be provided with intensive one to one lessons targeting decoding and comprehension skills. Programs used will be Heggerty and Decoding Skills, MTA. These will be incorporated.</p> <p>Week 9 & 10 Employ casuals to cover teaching staff for one day to allow for teachers to view each other in classrooms teaching Comprehension lessons during morning session. Afternoon session to be spent discussing observations and data collected from recent assessments. Review adjustments (if any) to teaching practices. Discuss effectiveness of Decoding program and Heggerty on targeted students. Set goals for Term 2 focus: Comprehension / Inferring. • Continued monitoring of teaching programs pertaining to comprehension to ensure sustainable effective practices become embedded in teaching practices across the school. Provide opportunity for teachers to collaboratively take part in professional learning relating to the teaching of comprehension and effective pedagogical practices. Blending the Gradual Release strategies into CAFE reading sessions to enhance the engagement and understanding of students, focusing on Comprehension.</p> <p>Week 1 & 2 SDD:- Consolidate observations from previous teaching sprints; review practices and strategies used. PD strategies for introducing the teaching of Inference. Holistic plan for the introduction of inferring across the school to be created. Refer to CAFE Reading and Resource Details - Universal Resource Hub (nsw.gov.au) for modules on Teaching stage 2 & 3 Comprehension / Inferring skills.</p> <p>Week 3 & 4 Implement lessons from Resource Details - Universal Resource Hub (nsw.gov.au) to stage 2/3 class. Main focus on Inferring. Staff Meeting discuss effectiveness of lessons in Week 4. Discuss modification for stage 1 level of understanding. Research Gradual Release (Dan Hyndman) theory of practice, to prepare for PD in Week 5.</p> <p>Week 5 & 6</p> |

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| <p>Integration funding support</p> <p>\$17,355.00</p> | <p>Week 5:- Teaching Staff attend Dan Hyndman Gradual Release PD. Week 6. Discuss as a whole how the strategies from GR can support the present practices implemented at the school. Analyse 'Reading Workshop In Action' (reading material from Grad Rel PD). Week 6 compile lesson plan similar to format of GR example to be taught in Stage 2/3 at the beginning of Week 8. Week 7 & 8</p> <p>Week 7:- Lesson plan (Wk6) to be introduced / explained to students, as well as reasoning behind method, clarification etc. Students given opportunity to comment, suggest modifications etc.</p> <p>Week 8:- Lesson plan to be implemented in Stage 2/3 for Comprehension lesson on inferring. Students to provide feedback on how the approach effected their learning behaviour. Were they more engaged due to greater clarity and / or prefer the break up of parts to the lesson? Students will complete a reflection questionnaire for teachers to analyse and determine if modifications are required.</p> <p>Week 9 & 10</p> <p>Week 9:- Staff meeting discuss student responses to GR lesson format. Note strengths and begin to develop template for implementing lesson format across school for the delivery of teaching programs where format is appropriate., incorporating the strategies in with those already used in the delivery of the CAFE reading program.</p> <p>Week 10:- Revise template and create lessons for Comprehension using lesson format, to be implemented in Term 3.</p> <p>The allocation of this funding has resulted in the following impact:</p> <ol style="list-style-type: none"> 1. Employment of staff to provide additional support for students who have high-level learning needs. 2. Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). 3. All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.. <p>After evaluation, the next steps to support our students will be:</p> <p>To support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$21,368.05</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mayrung Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Collaboratively create effective and sustainable systems <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Theory of Action <p>If We: Enhance our skills in the ability to analyse and use student reading data to inform our K-6 instructional explicit teaching approach</p> <p>Then: we will build our capacity to deliver evidence-based teaching and learning experiences that are linked to whole school improvement</p> <p>So That: student learning outcomes in reading increases and is reliably</p> |

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| <p>Socio-economic background</p> <p>\$21,368.05</p> | <p>measured through the sub-element of Understanding Texts against the National Literacy Learning Progression.</p> <p>-----</p> <p>Establishing Baseline Data and understanding the why:</p> <p>Collaboratively complete the DIG MATRIX with CSUS team and build the Theory of Action.</p> <p>PLAN2 PL Understanding Texts and other data sources- why are these the focus areas?</p> <p>Use assessment to gauge baseline of student performance in UNT</p> <p>Analyse the data to inform baseline focus areas.</p> <p>Plot students against the,UNT progressions.</p> <p>Differentiated Professional Learning to Build Staff Capacity:</p> <p>PL evidenced base instruction in UNT</p> <p>Staff engage with the syllabus to identify links with UNT</p> <p>Staff collaborate to develop a series of lessons targeting the area of need guided by URH</p> <p>Collaborative Practice:</p> <p>Model lessons with established protocols for observation and feedback.</p> <p>Update PLAN on a regular basis to inform targeted teaching.</p> <p>Team-teach lessons alongside Lead Specialist.</p> <p>Feedback and discussion on observations and team-teaching lessons with next steps identified for teacher observations.</p> <p>Measuring Impact:</p> <p>Administer the assessments (post) Intervention support identified (SLSO support)</p> <p>PLAN 2 data extracts Baseline, Mid, End Point</p> <p>Celebrate, Reflect and Reset:</p> <p>Review the process for improvement every 5 weeks, identify next focus area and theory of action through the Reflect and Reset process.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>Year 3 and 5 NAPLAN Reading above both state and SSSG</p> <p>Year 3 NAPLAN Numeracy, Spelling, Grammar and Punctuation, above SSSG.</p> <p>Year 5 demonstrated a major lift in Writing from a raw score 355 in 2018 to 440 in 2022</p> <p>Year 5 demonstrated a major lift in Reading from a raw score 455 in 2019 to 473 in 2022</p> <p>Year 5 demonstrated a major lift in Spelling from a raw score 419 in 2018 to 432 in 2022</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to engage the literacy and numeracy mentor (CSUS) to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of an existing staff member, to focus on improving our attendance rates.</p> |
| <p>Aboriginal background</p> <p>\$2,350.60</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mayrung 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Collaboratively create effective and sustainable systems <p>Overview of activities partially or fully funded with this equity loading</p> |

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| <p>Aboriginal background</p> <p>\$2,350.60</p> | <p>include:</p> <ul style="list-style-type: none"> • Employment of additional SLSO hours to support Aboriginal students. <p>2. Engaging support from Aboriginal community members to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>1. An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>1. Engaging further SLSO hours support the delivery of differentiated and personalised support to Aboriginal students.</p> |
| <p>Low level adjustment for disability</p> <p>\$16,992.10</p> | <p>Low level adjustment for disability equity loading provides support for students at Mayrung Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Driven Practices • Collaboratively create effective and sustainable systems <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 1. Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact:</p> <p>1. An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>1. To further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment of a trained SLSO.</p> <p>2. Continued point of need, PL will be offered to all staff, to ensure their ability to utilise best teaching practices is maintained at all times.</p> |
| <p>Location</p> <p>\$13,838.00</p> | <p>The location funding allocation is provided to Mayrung Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Collaboratively create effective and sustainable systems <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses. • Technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact:</p> |

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| <p>Location</p> <p>\$13,838.00</p> | <p>1. Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>1. Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$7,000.00</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 Mayrung Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Collaboratively create effective and sustainable systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact:</p> <p>1. Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>1. Personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>QTSS release</p> <p>\$3,000.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mayrung Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Implementation of instructional rounds to strengthen quality teaching practices. • Staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <p>1. Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>2. All teachers reported lessons differentiated according to students' needs</p> <p>3. All teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>1. Employing a casual relief to release the APC&I teacher to lead improvement in an area where teachers need support, such as literacy or numeracy.</p> |
| <p>COVID ILSP</p> <p>\$18,093.00</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> |

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| <p>COVID ILSP</p> <p>\$18,093.00</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups • Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ol style="list-style-type: none"> 1. The majority of the students in the program achieving significant progress towards their personal learning goals. 2. 76% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 3. 79% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment. <p>After evaluation, the next steps to support our students will be:</p> <ol style="list-style-type: none"> 1. Processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. 2. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. |
| <p>AP Curriculum & Instruction</p> <p>\$21,447.68</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Lead and support the teaching, assessing and reporting of literacy and numeracy using the new syllabus. • Strengthen ongoing literacy and numeracy professional development to ensure effective teaching and learning of the new syllabus. • Implement changes to pedagogy and create opportunities to collaboratively plan and evaluate teaching and learning. <p>The allocation of this funding has resulted in the following impact:</p> <ol style="list-style-type: none"> 1. To identify and plan for changes required for effective curriculum implementation across the school. 2. Providing a succinct introduction for teachers of the components and understanding of the new curriculum. 3. A collaborative creation of a plan forward in embedding the new curriculum across the school. <p>After evaluation, the next steps to support our students will be:</p> <ol style="list-style-type: none"> 1. Strengthen sustainable practices and systems for effective curriculum implementation. 2. Access ongoing professional learning to ensure a high expectations culture for student learning. 3. Create a culture of evidence-based teaching and learning for ongoing improvement. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2019 | 2020 | 2021 | 2022 |
| Boys | 15 | 14 | 14 | 17 |
| Girls | 12 | 15 | 13 | 12 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 94.8 | 92.1 | 78.8 | 74.2 |
| 1 | 90.2 | 87.4 | 88.9 | 84.0 |
| 2 | 93.9 | 90.7 | 87.1 | 85.6 |
| 3 | 92.5 | 94.5 | 88.8 | 90.9 |
| 4 | 90.9 | 88.8 | 84.2 | 78.9 |
| 5 | 90.8 | 90.5 | 92.3 | 88.7 |
| 6 | 96.6 | 92.0 | | 87.5 |
| All Years | 92.3 | 90.7 | 88.5 | 84.0 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 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 | | 86.3 |
| All Years | 92.8 | 92.0 | 92.6 | 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

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) | 1.4 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.91 |

*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 ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 303,964 |
| Revenue | 676,070 |
| Appropriation | 664,775 |
| Sale of Goods and Services | 100 |
| Grants and contributions | 9,762 |
| Investment income | 1,434 |
| Expenses | -738,976 |
| Employee related | -538,881 |
| Operating expenses | -200,094 |
| Surplus / deficit for the year | -62,905 |
| Closing Balance | 241,059 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 34,710 |
| Equity Total | 53,510 |
| Equity - Aboriginal | 2,351 |
| Equity - Socio-economic | 32,860 |
| Equity - Language | 0 |
| Equity - Disability | 18,299 |
| Base Total | 516,627 |
| Base - Per Capita | 6,822 |
| Base - Location | 13,838 |
| Base - Other | 495,966 |
| Other Total | 47,629 |
| Grand Total | 652,475 |

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent responses about the school processes and progress were positive. Discussions and input were encouraging and supportive during the Parent and Citizens Committee term meetings. Opportunities for parents to visit and view the classrooms were created to cater for a shared vision toward student progress and learning goals. The students at Mayrung Public School enjoy an active and engaging learning environment. Teacher satisfaction is high. Mayrung Public School maintain a stable and effective staff who often work long and additional hours to provide quality education.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.