

2022 Annual Report

Maclean Public School



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Introduction

The Annual Report for 2022 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.

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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>

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

AP Curriculum & Instruction: \$150,571.00
QTSS release: \$37,809.00
Per capita: \$20,000.00
Aboriginal background: \$79,603.00
Low level adjustment for disability: \$40,000.00
English language proficiency: \$9,800.00
Professional learning: \$4,000.00
Socio-economic background: \$15,000.00

Summary of progress

Our focus for 2022 was to ensure effective strategies and processes for data analysis and reflection were used for responsive curriculum delivery, including tracking student progress, growth and achievement, reviewing, and adapting 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 '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 needs. Teachers undertook professional learning in data literacy 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. Staff reflections/surveys and PDPs indicate achievement of goals and increased confidence and efficacy in targeted explicit teaching from data analysis.

Through participating in a range of professional learning developed by our Assistant Principal Curriculum and Instruction in collaboration with 'School Support Services' and the School Leadership Team we have built teacher capacity in literacy and numeracy knowledge and pedagogy. This has enabled a more consistent use of language and approach to the explicit and consistent teaching of reading and maths.

A number of staff participated in the Quality Teaching Rounds professional learning program with the University of Newcastle to further support quality teaching and collective efficacy.

A comprehensive review of scope and sequences, assessment schedules and teacher programs has further improvement in collaborative practice across the school, resulting in improved student academic results.

Next year in this initiative we will:

- *New staff and those yet to complete, will complete the Quality Teaching Professional learning and participate in Quality Teaching Rounds.*
- *Continue to implement the 'Data Teams' process.*
- *Engage in collaborative practice with a focus on consistent teacher judgement and instruction in writing and reading.*

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
<p>System targets for 2022 achieved. (NAPLAN)</p> <p>Top 2 bands in NAPLAN</p> <ul style="list-style-type: none"> Students achieving in the top two NAPLAN bands for reading increased by 19% to be at the lower bound target. 	<ul style="list-style-type: none"> 2022 NAPLAN data indicates an uplift of 15% from 2021 and is just 3% away from the system-negotiated target.
<ul style="list-style-type: none"> Students achieving in the top two NAPLAN bands for numeracy increases by 19% to be at the lower bound target. 	<ul style="list-style-type: none"> 2022 NAPLAN data indicates an uplift of 19% of students in the top two skill bands for numeracy indicating achievement of the system-negotiated target.
<ul style="list-style-type: none"> Reading expected growth increased by 12% to achieve lower bound target K-2 Reading level data is on track. PLAN 2 data entered for K-6 students in targeted elements. SEF-SAS indicates growth and or achievement in targeted elements. 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. The majority of students are reading at the expected level in K-2 as measured by running records: PLAN2 data is entered for K-6 in targeted elements with 90% of students reflecting growth. SEF-SAS indicates improved progress.
<ul style="list-style-type: none"> Numeracy expected growth increased by 10% to achieve lower bound target. (NAPLAN) 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Value Added - K-3, 3-5 is maintained at sustaining and growing. 	<ul style="list-style-type: none"> Value-added data is unavailable due to the cancellation of NAPLAN in 2020.

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

: \$3,200.00

Socio-economic background: \$47,000.00

Low level adjustment for disability: \$34,476.00

Summary of progress

Our focus in 2022 through the 'Social and Emotional Wellbeing' and 'Individualised Supports' initiatives was to support the cognitive, physical, social, emotional, and spiritual development of students.

The Positive Living Skills program continued to be embedded across the school, supporting 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. In 2022 the scope and sequence for the program was aligned with the PDHPE scope and sequence.

In response to 2021 data analysis a 'Student Voice Team' was actioned to support student wellbeing. Staff and students were surveyed and a program for the year was developed. This included all stage 3 students attending the Burn Bright Leadership workshops, a student lead sports program and a student environmental awareness group. Tell them from me survey data indicates a positive trend in student wellbeing. The Student Voice Team will continue to build upon the successful components of the 2022 program and develop further activities to support student wellbeing into 2023.

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. Data and Professional learning responses indicate staff have built the capacity to identify and understand the responsibility an educator has in supporting and fostering positive mental health and wellbeing for all children and young people and understand risk and protective factors, and influences in the community that affect mental health. Maclean Public will continue to be an active 'BeYou' school in 2023 to further build capacity in staff to support themselves and students.

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. The addition of a Wellbeing Health Inreach Nurse to staff has a positive impact on connections between health professionals and families.

COVID-19 continued to have a negative impact on gaining progress against attendance targets however, strategies and protocols regarding attendance were reviewed and updated. 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 2023.

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
System negotiated target for wellbeing:	• Students reporting Expectations for Success, Advocacy, and Sense of

<p>Students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as measured by the TTFM survey increases by 8% from baseline data.</p> <p>Sentral wellbeing data shows reduced anti-social negative incidents.</p> <p>Wellbeing Element - Caring for Students from Sustaining and Growing to Excelling.</p>	<p>Belonging at School as measured by the TTFM survey have increased to meet the wellbeing target.</p> <ul style="list-style-type: none"> • Internal Sentral data indicates a reduction in anti-social negative incidents. • The SEF-SAS indicates further growth toward excelling.
<ul style="list-style-type: none"> • A common positive language for teaching children the fundamental skills of mental health: self-regulation, kindness, appreciation, gratitude, empathy, compassion, peer support, respect, diversity, inclusion, acceptance, and self-confidence is becoming evident. 	<p>Staff report the Positive Living Skills and Positive Behaviour for Learning programs continue to support a whole school approach that delivers a positive message with common language.</p>
<ul style="list-style-type: none"> • Attendance Element - Attendance from Sustaining and Growing to Excelling 	<p>COVID-19 has continued to have a negative impact on attendance.</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

Professional learning: \$13,200.00

AP Curriculum & Instruction: \$30,000.00

Summary of progress

Throughout 2022 we continued to develop and embed systems to support improved collaboration within the school, to create 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 including Curriculum, Aboriginal Education, Student Voice and Sports Teams are established and are working on agreed structures to identify and target improved teacher efficacy, student outcomes and extra-curricular opportunities.

Collaborative performance development was supported in 2022 through the Quality Teaching Rounds initiative and will continue to provide the platform for ongoing improvement in 2023.

Throughout 2022 a comprehensive review and consequent update of scope and sequences and assessment schedules was undertaken. An updated Maclean Public School Programming and Policy guide was developed for 2023 to support the implementation of the new K-2 syllabus and promote collaborative planning.

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">• K-6 Student data is entered in PLAN2• Individual learning goals are in place for all students in identified elements of the learning progressions	<ul style="list-style-type: none">• PLAN2 data is entered for K-6 in targeted elements which has effectively supported teachers to target teaching to student needs and identify learning goals.
<ul style="list-style-type: none">• Processes are in place to collaboratively review teaching practice.	<ul style="list-style-type: none">• Allocation of 'Collaborative Planning Days' and timetabled stage-based release from face-to-face teaching and a structured performance and development cycle have ensured successful processes for reviewing teaching practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,000.00</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>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"> • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$165,182.00</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>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"> • Quality Teaching - Literacy/Numeracy • Social and Emotional Wellbeing • Individualised Supports • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Kitchen Garden and Music program implementation. • professional development of staff through Quality Teaching PL to support student learning <p>The allocation of this funding has resulted in the following impact: 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. The Data Team process has supported both improved teacher efficacy and student growth, as evidenced in NAPLAN and Check-In assessments. NAPLAN data reflects Maclean Public School students achieving results above SSSG in both Numeracy and Literacy. Check-In assessment data reflect students' results in years 3,4, and 5 in Numeracy and Reading above those of SSSG. There is now a Student Voice Team that has developed a new student leadership program that caters for a greater number of students and has a clear focus to improve student wellbeing. The funding support for the Kitchen Garden program has provided students with the opportunity to learn life skills and nutritional information through</p>

<p>Socio-economic background</p> <p>\$165,182.00</p>	<p>hands-on learning.</p> <p>Funding allocated for a K-6 music teacher provides students with access to learning to play instruments and engage in performance experiences. 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>After evaluation, the next steps to support our students will be:</p> <p>The data team process will continue into 2023. Analysis of 2022 data suggests a focus on Understanding Text/Comprehension.</p> <p>The Student Voice Team will deliver a range of leadership development opportunities to stage 3 students. This will include 'The Burn Bright program.'</p> <p>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>A music teacher will continue to be employed to provide opportunities to students.</p> <p>SLSO's and school-funded teacher allocation will be employed to provide support in identified students and cohorts.</p> <p>QTR will be embedded as the model of collaborative practice, with all staff engaging in QTR PL and QTR within the school.</p>
<p>Aboriginal background</p> <p>\$88,603.00</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>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 Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to teach language <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in 87% 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 85% of Aboriginal students feel like their culture is valued at school and 88% of aboriginal students reported that teachers understood their culture.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>We will continue to use the AEO to further develop relationships with the community and ensure PLP's are authentic. To support students to achieve PLP goals the Aboriginal education team have secured school services staff to deliver Aboriginal Pedagogies PL in 2023.</p>
<p>English language proficiency</p> <p>\$9,800.00</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>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 Practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$9,800.00</p>	<p>include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group and individual support <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to support the implementation of an intensive phonics program supported the majority of students to achieve stage outcomes in phonics assessments.</p> <p>After evaluation, the next steps to support our students will be: The support was successful and a similar approach will be taken with students in stage 1 that have been identified through data analysis as requiring further intervention.</p>
<p>Low level adjustment for disability</p> <p>\$133,225.05</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>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 Practice • Individualised Supports • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Engaging in professional learning to build capacity of the Learning and Support Team <p>The allocation of this funding has resulted in the following impact: 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, Behaviour support planning, mental health, and learning difficulties. The addition of a Nurse to the wellbeing team has enabled both increased access for students, staff, and parents/carers to expertise outside the school setting. The AEO has developed strong connections with both the students and their carers, which has led to improved communication with the school and supported students to achieve literacy, numeracy and cultural goals as part of the PLP process.</p> <p>After evaluation, the next steps to support our students will be: To continue to build staff capacity through targeted professional learning to meet the needs of our students and staff. We will continue to develop strong connections with the families of our Aboriginal students through our AEO.</p>
<p>Location</p> <p>\$5,000.00</p>	<p>The location funding allocation is provided to Maclean 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: A result of all students having access to cultural excursions/incursions has</p>

<p>Location</p> <p>\$5,000.00</p>	<p>created further connections to culture and areas of local significance for all students.</p> <p>After evaluation, the next steps to support our students will be: To continue to use funds to provide authentic connections to culture that can be accessed by all students and to further build knowledge and understanding, for staff, students and the wider school community.</p>
<p>Professional learning</p> <p>\$17,200.00</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>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 Practice • Collaborative Performance Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Leadership Team - Leading Learning PL Data Literacy PL <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increased capacity of all teachers and leaders to embed effective practices using data analysis and high-impact instructional strategies that focus on targetted areas of student need, leading to improved student results and teacher efficacy.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to provide professional learning to staff identified through the PDP process and the school plan.</p>
<p>QTSS release</p> <p>\$37,809.00</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>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 Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: 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 an increase in students attaining the desired levels in PLAN2 in reading comprehension and number and algebra.</p> <p>After evaluation, the next steps to support our students will be: 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>COVID ILSP</p> <p>\$106,986.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$106,986.00</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"> • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in the following impact: Improved outcomes in literacy and numeracy for the majority of targeted students, which has enabled students to access the content at stage level.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to continue the Minilit and Multilit programs as well as small group maths tuition.</p>
<p>Per capita</p> <p>\$51,293.37</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Maclean 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"> • Data Driven Practice • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of teaching/student resources to support improved literacy and numeracy. <p>Releasing classroom teachers with specific expertise engage in planning to support identified curriculum areas, including literacy and numeracy</p> <p>The allocation of this funding has resulted in the following impact: Strategic resourcing has supported improved teaching, built teacher capacity to integrate technology into lessons and provided access to physical and digital for students supporting improved learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To ensure funds and professional learning are targeted to effectively provide students and staff with high-quality resources and knowledge/skills that support improved teaching and learning.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,571.00</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>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 Practice • Collaborative Performance Development • Effective Planning and Management <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of AP C&I to build the capacity of 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. • To provide professional learning and mentoring for staff on the new K-2 syllabus. <p>The allocation of this funding has resulted in the following impact: High impact literacy and numeracy strategies are evident in teaching programs and student outcomes in these areas have improved as evidenced in NAPLAN and Check-In assessment data.</p>

<p>AP Curriculum & Instruction</p> <p>\$180,571.00</p>	<p>Staff survey and professional learning feedback indicates a developing knowledge and understanding of the new syllabus and readiness to implement in 2023.</p> <p>After evaluation, the next steps to support our students will be: We will continue this process in 2023, with a focus on the new 3-6 syllabus.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	93	98	110	115
Girls	79	85	93	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	93.6	90.0	83.5
1	92.4	93.9	88.0	82.9
2	91.5	93.6	90.4	89.0
3	91.5	89.6	87.1	90.5
4	93.5	91.7	88.0	88.2
5	91.5	93.8	86.4	84.5
6	92.1	91.4	89.0	84.6
All Years	92.4	92.5	88.4	85.9
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	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

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)	3.2
Classroom Teacher(s)	8.11
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	3.42

*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	237,404
Revenue	3,008,007
Appropriation	2,890,693
Sale of Goods and Services	21,121
Grants and contributions	95,379
Investment income	815
Expenses	-2,984,048
Employee related	-2,639,279
Operating expenses	-344,769
Surplus / deficit for the year	23,959
Closing Balance	261,363

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	133,193
Equity Total	401,143
Equity - Aboriginal	89,203
Equity - Socio-economic	167,816
Equity - Language	9,882
Equity - Disability	134,242
Base Total	1,808,480
Base - Per Capita	51,294
Base - Location	5,064
Base - Other	1,752,122
Other Total	296,200
Grand Total	2,639,016

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

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 reflecting positive feedback overall. Whole school events were extremely well attended.

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.