

2023 Annual Report

Mayrung Public School



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Introduction

The Annual Report for 2023 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 27 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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 Creating Texts and Representing Numbers. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

To lead a whole school approach in the delivery of quality learning experiences through the development of shared language of learning and well-developed coaching techniques. To embed an understanding of the importance of self-directed learning practices across the school community, equipping our students to be successful, confident, creative, self-directed learners who achieve their personal best.

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.

- Creating Texts
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support

Socio-economic background

AP Curriculum & Instruction

QTSS release

Aboriginal background

Low level adjustment for disability

Summary of progress

Creating Text

In 2023 the focus of the Initiative was to regularly collect, analyse and use assessment data to monitor achievement and point of learning in Creating Texts - vocabulary. This was done by APC&I modelling a lesson with established protocols for observation and feedback, guided by the strategies and content of the new K/1/2 English curriculum.

As a result, a positive impact was evident across 80% of students. Evidence in the PLAN2 data, demonstrated that most students were able to improve their understanding and delivery of quality, written texts. However, due to a number of staffing challenges, the school did not have the impact it was expecting. Assessment data found that a more microscopic focus of student's phonetic knowledge and ability to decode complex words was required.

In 2024, the school will be redirecting our focus to determining a baseline for each child's phonetic knowledge and ability to decode, utilising a new assessment and reading scheme. Plotting students on a measurable graph to determine growth and upskilling staff in the implementation, assessing and monitoring of the new scheme will be key to this. This will be coordinated by the APCI and will be directly linked to the new Curriculum (English).

Data Driven Practices

In 2023 the focus of Data Driven Practices was to embed across the school methods of assessment and digital monitoring to enhance the holistic use of data amongst teaching staff.

This was done by providing time for staff to upskill their understanding and confidence in using PLAN2 software and engaging in professional dialogue around the data. Staff members that did not feel confident using technology as a whole, were provided with support to analyse the data collected. As a result, this practice provided teaching staff with a clear point of view for future learning programs and the ability to personalise learning where needed. Internal assessments and work samples indicated that there was an improvement in engagement in learning across the school.

In 2024, the school will begin to implement an explicit and measurable reading program which will engage students in the active learning of literacy skills to support teaching and learning of the new English curriculum.

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
All students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions.	85% of students have demonstrated growth in vocabulary as assessed using the learning progressions.
All students are able to demonstrate growth and achievement in additive strategies over the year, using the learning progressions.	82% of students have demonstrated growth in additive strategies as assessed using the learning progressions.

Strategic Direction 2: Collaborative Culture

Purpose

To create and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Collaboration

Resources allocated to this strategic direction

Integration funding support

Location

Professional learning

QTSS release

Summary of progress

Attendance

In 2023, the school implemented improved procedures around monitoring attendance. This included reviewing present processes, analysing SCOUT data and upskilling staff in improving attendance strategies.

The school regularly informed the community of positive attendance practices in newsletters and parent messenger groups. Absences were followed up by regular phone calls with parents to engage in conversations around the importance of attendance. SCOUT data indicates that there have been some improvements in attendance throughout the year, but further engagement with the community is necessary moving forward.

In 2024, the school will continue to closely monitor our attendance data and trends, expand our use of COMPASS, further upskill staff in the use of SCOUT data and focus on a positive reinforcement strategy with students and their families.

Collaboration

In 2023, an APCI role was established, leading professional learning around the new English syllabus across the school, engaging in lesson observations and coaching. Initial focus was placed on establishing succinct protocols on assessing students, analysing data and then planning future learning programs. As a result, staff enhanced their understanding of the elements within the new curriculum, were able to co-create a joint process for assessment and establish sustainable processes for assessing students, resulting in a uniformed process for data analysis and collaboration across all stages.

In 2024, the role of the APCI will continue to focus on the implementation of the new K-6 curriculum, placing a greater focus on mathematics and establishing similar protocols for assessment and analysis. Staff will be upskilled in the use of the Essential Assessment Software to utilise as a coherent, measurable resource for tracking student's progress against the curriculum outcomes.

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
High Impact Professional Learning High Impact Professional Learning	Self-assessment against the High Impact Professional Learning (HIPL) tool shows the school currently performing at delivering in the elements of collaborative and applied professional learning strengthens teaching

<p>(HIPL) self assessment tool in the aspect of 'collaborative and applied professional learning strengthens teaching practices" and 'professional learning is driven by identified student needs', will move from 'Delivering' to 'Sustaining and Growing'.</p>	<p>practices</p>
<p>Increase the percentage of students attending school more than 90% of the time.</p>	<p>The number of students attending school 90% of the time or more has increased by 10%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,969.00</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"> • Creating Texts • Attendance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around new school management program, COMPASS and the use of the SCOUT software. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of the new school management system, COMPASS. <p>The allocation of this funding has resulted in the following impact: 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 received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. 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>\$45,797.90</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"> • Creating Texts <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through 'Little Scribes' to support student learning. • resourcing to increase equitability of resources and services. • employment of additional staff to support Little Scribes program implementation. <p>The allocation of this funding has resulted in the following impact: Improved reading comprehension skills amongst students. Increase in engagement of reading across stages.</p> <p>After evaluation, the next steps to support our students will be: To engage the APCI position in supporting our trajectory towards achieving targets in the area of reading and creating texts. Next year, the school will continue to implement measurement processes, ensuring that effective teaching strategies and programs are continuing to improve student outcomes.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mayrung Public School. Funds under this</p>

<p>\$1,955.23</p>	<p>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"> • Creating Texts <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: A majority of the indigenous students attending the school have shown positive growth and engagement in their learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage an SLSO (Student Learning Support Officer) to assist in literacy and numeracy programs, to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$21,373.54</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"> • Creating Texts <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom, through the employment of School Learning and Support Officers. • Targeted students are provided with an evidence-based intervention Phonological program, to increase learning outcomes. • 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: 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: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$15,087.13</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"> • Attendance <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. • Technology resources to increase student engagement.

<p>Location</p> <p>\$15,087.13</p>	<p>The allocation of this funding has resulted in the following impact: Increased learning opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop and deliver learning opportunities, open to all students, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$8,268.25</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"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning. • Course costs for staff undertaking recognised courses. • Presentations by suitable and qualified facilitators, for example, diabetes or first aid workshops. • Other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of the new K/1/2 Curriculum, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning, in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$5,563.30</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"> • Creating Texts • Attendance <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. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in the following impact: 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. 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: Employing relief staff to provide additional time for the APCI to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$16,509.46

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 2023.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Releasing staff to analyse school and student data, identifying students for small group tuition groups and to monitor progress of student groups.
- Providing targeted, explicit instruction for student groups in literacy/numeracy - focusing on phonological awareness.
- Development of resources and planning of small group tuition.
- Employing an SLSO to support the administration of the program.

The allocation of this funding has resulted in the following impact:

The majority of the students in the program achieving significant progress towards their personal learning goals.

Students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2.

After evaluation, the next steps to support our students will be:

To continue the implementation of literacy and numeracy small group tuition, using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	14	14	17	18
Girls	15	13	12	6

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.1	78.8	74.2	85.4
1	87.4	88.9	84.0	88.3
2	90.7	87.1	85.6	94.4
3	94.5	88.8	90.9	89.9
4	88.8	84.2	78.9	78.4
5	90.5	92.3	88.7	90.7
6	92.0		87.5	76.5
All Years	90.7	88.5	84.0	87.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8		86.3	89.8
All Years	92.0	92.6	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.86
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	241,058.54
Revenue	716,254.43
Appropriation	706,825.43
Grants and contributions	5,115.00
Investment income	4,314.00
Expenses	-654,601.97
Employee related	-575,798.39
Operating expenses	-78,803.58
Surplus / deficit for the year	61,652.46
Closing Balance	302,711.00

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	69,127
Equity - Aboriginal	1,955
Equity - Socio-economic	45,798
Equity - Language	0
Equity - Disability	21,374
Base Total	583,173
Base - Per Capita	7,548
Base - Location	15,087
Base - Other	560,539
Other Total	50,608
Grand Total	702,908

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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. Students and parents participated in three way conversations to support student learning during 2023. The feedback from these meetings were extremely positive and parents valued the opportunity to hear from their child their learning goals and were able to articulate the strategies they could implement to achieve their goals. Parents also valued the opportunity to see the student's progress across the year.

Teacher satisfaction is high. Mayrung Public School maintain a stable and effective staff who often work long and additional hours to provide quality education. Constant flexibility and initiative is displayed by teaching staff to enable them to cater for all student learning needs and staff willingly participate in professional learning to continually improve their practice to meet the needs of their students.

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.