

Main Arm Upper Public School Annual Report



2016



3236

Introduction

The Annual Report for 2016 is provided to the community of Main Arm Upper 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 school 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 background

School vision statement

At Main Arm Public School we are passionate about creating lifelong 21st Century visible learners in an engaging, quality learning environment supported by nurturing relationships.

Our purpose as a small schools collaborative community (Valley of Small Schools – VoSS), is to provide our students with outstanding learning opportunities across our unique learning settings to ensure our students are able to achieve and demonstrate their potential.

Our Vision

At Main Arm we support our students, staff, parents and wider community:

By providing diverse, engaging and challenging learning, in a caring, safe and sustainable environment and;

By embedding YCDI foundations in every aspect of learning, so that our students can achieve their best.

We support every member of our school community in achieving success and happiness by becoming lifelong, responsible learners.

VoSS Vision

Our Valley of Small Schools is committed to empowering our students in growing holistically as “learners for life” through creativity, critical thinking skills, communication, collaboration and compassion. VoSS schools are vibrant and creative, featuring strong leadership of staff and students within a diverse, environmentally aware and active community of schools.

School context

Main Arm Public School is one of several small PP5 schools within the Mullumbimby Valley serving a vibrant community committed to a nurturing and stimulating learning environment. Students are drawn from the Main Arm Valley and surrounding areas. The school population continues to change as a result of north coast tourism and families who continue to explore various school environments for their child.

Students come from a culturally diverse range of backgrounds including those from rural backgrounds, single parent families, low socio economic families and families from overseas. Our local communities are diverse and rich in intellectual, creative and cultural expertise and are very supportive of the need for collaboration across all the small schools.

Our small school provides our students and staff with a variety of VoSS learning opportunities, along with a strong literacy and numeracy focus. These are combined with an extensive range of enrichment programs which include gardening, music, cooking, sustainability and environmental programs, film making and art.

Our core values underpin everything we do; along with our open door policy this creates a unique and special relationship between staff, students and our community.

The school has a strong focus on the You Can Do It foundations. This program is embedded across all aspects of the school and current data indicates that the community and the school are aware of and value these foundations and thinking tools which are needed for our students' success and happiness as 21st century lifelong learners. Our goal is to continue to strengthen the collaborative learning within our school and across our small schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated by the comments by the validation panel are as follows:–

Learning

In the domain of Learning, the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of;

- Learning Culture, the evidence presented indicates the school is operating at the Excelling stage
- Wellbeing, the evidence presented indicates the school is operating at the Sustaining and Growing stage
- Curriculum and Learning, the evidence presented indicates the school is operating at the Sustaining and Growing stage
- Student Performance Measures, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Teaching

In the domain of Teaching, the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of;

- Effective Classroom Practice, the evidence presented indicates the school is operating at the Excelling stage.
- Collaborative Practice, the evidence presented indicates the school is operating at the Sustaining and Growing stage.
- Learning and Development, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Leading

In the domain of Leading, the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

School determined next steps in the self-assessment process

Where to Next?

- Focus on improving numeracy as a school and Valley of Small Schools' target.
- Further development for teachers in the use of assessment data to inform teaching practice.
- Refine our knowledge and practice around developing assessment capable learners.
- Develop streamlined systems to facilitate the collection of evidence, to assist the school to assess itself against the SEF and to assist teacher accreditation.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Curriculum – Learning – LEARN

Purpose

Fostering the delivery of a high standard curriculum that is innovative and will inspire all students to achieve, grow and be successful visible learners.

Overall summary of progress

Most students are able to articulate what they are learning and how they know if they have been successful.

Staff and students can use the continuum to identify individual learning goals in writing.

Some students are utilising the continuum to set goals and reflect further on their learning.

All staff have utilised Bump it Up walls in their writing sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will be able to identify a quality writing sample for each cluster and create an annotated exemplar resource for their classroom.	All staff are able to identify a quality writing sample and be able to place their students on the writing continuum. All classes will have an exemplary writing cluster sample in their classrooms.	6x1/2 days
All classes will know what is a good learner by using learning intentions and success criteria along with feedback in writing sessions. 50% of students will fully understand what these mean and feedback to students will be based around these.	More than half of the students will be able to articulate what is a good learner, know what they are learning and how they will be successful.	6x1/2 days

Next Steps

1. Identify and articulate learning intentions and success criteria in literacy sessions.
2. Students and parents will be able to identify and use the language associated with the growth mindset approach and learning dispositions.
3. All students will be able to set a learning goal for literacy and numeracy after feedback.
4. Engage in peer feedback.

Strategic Direction 2

Working Together – CONNECT

Purpose

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VoSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.

Overall summary of progress

All VoSS schools

- * Implemented the Writing Assessment Plan.
- * Writing samples marked against the writing rubric.
- * CTJ of student writing through dialogue
- * Improved understanding of using the continuum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All schools plot student achievement using the writing continuums to establish and measure individual student growth.	All schools collected data that reflected an average growth across K–6 of 20.3%. Annual average growth per year group ranged between 14.3% to 29.9%. Average growth by strand was 15.5% to 24.9%. Schools created a common rubric based on NAPLAN marking guide. This was used each term to analyse individual writing samples. Teachers came together to regularly discuss and interpret students' writing samples against the rubric. As a result of these activities teachers were confident to plot students on the continuum.	After school staff meetings and school development days.

Next Steps

1. Continue to build on CTJ of writing samples through professional learning around the targeted areas of sentence structure, punctuation and grammar.
2. VOSS writing data suggested that spelling is also an area for improvement. After further representation, other data suggests that spelling skills may be incorrectly represented. Establishment of baseline data to identify spelling skills will occur in 2017.

Strategic Direction 3

Building leaders – LEAD

Purpose

Building leadership capacity in innovative practices to deliver quality essential learning to all teachers and students in schools within the learning community.

Overall summary of progress

Leadership density and capacity has lead to focused and strategic approaches for guiding professional learning and development of staff. This was achieved through the Craft of Writing, L3, Visible Learning, TOWN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The indicators of success will be evident in improved learning outcomes through:–</p> <p>* Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the four VOSS project portfolios. Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.</p>	<p>Four portfolios were too broad and next year we will focus on one main leadership project to sit under one heading of Innovative Practices.</p> <p>Project 1 – Literacy. Interested staff utilised the craft of writing teaching resources to improve the quality of student writing. All Kinder teachers continued implementation of L3.</p> <p>Project 2– Numeracy Targeted staff participated in TOWN professional learning.</p> <p>Project 3 – Innovative Practice. Workshops to enhance understanding around success criteria and learning intentions to facilitate students setting individual learning goals. Bump it up walls and writing exemplars were introduced as tools to support students in this process.</p>	<p>VoSS Meetings</p>

Next Steps

After evaluation of the efficiency and effectiveness of the leadership areas we have refined the leadership projects to sit under one heading – Innovative Practices.

Within this area each portfolio has its own action plan (Literacy, Numeracy, STEM, Visible Learning). This will ensure sustainability across the learning network through clear, achievable goals for leadership teams.

Continue/Increase the leadership capacity for all staff members, embedded in each action plan.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was received in 2016 to assist three indigenous students with literacy support in the classroom throughout the term.	\$972
English language proficiency	Strategic Direction 1 Implementing visible learning practices, under the guidance of an experienced teacher allowed those students with additional learning needs extra support in tailored literacy sessions. Increased confidence saw a steady growth in the acquisition of learning markers on the continuum.	\$9016
Low level adjustment for disability	Strategic Direction 1 and 2 All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 8 students were referred for learning support. 100% of students have increased their engagement in the classroom whilst 75% have made progress by increasing at least 2 cluster levels in literacy.	\$3392
Socio-economic background	Strategic Direction 1, 2 and 3 Implementing visible learning practices, under the guidance of an experienced teacher allowed those students with additional learning needs extra support to in tailored literacy sessions. Increased confidence saw a steady growth in the acquisition of learning markers on the continuum.	\$4633
Support for beginning teachers	Funding was received in 2016 to support one staff member. The focus was on providing time to reflect on classroom practice and programming.	\$13,378
Eco School Grant	Funding was received for our students to be engaged in a Project Based learning (PBL) topic where they had to set up an area for endangered sugar gliders within our school grounds to provide a sustainable habitat for them.	\$2500

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	46	41	50	57
Girls	33	32	32	46

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.6	94.3	91.9	95.1
1	94.7	92.5	92.5	93.8
2	99.1	94.4	95.5	94.5
3	94.4	94.4	90.4	95.3
4	98.5	93.8	93.2	94.6
5	93.6	95.1	92.2	87.1
6	92.7	88.4	96.7	93.1
All Years	95.9	93.3	92.4	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by Main Arm Upper Public School staff in 2016. With the focus on collaboration and collaborative networks, we engaged in professional learning across our school and community of schools. With teacher quality being the single largest indicator of student success, this was a focus area for us. We currently have one teacher who has achieved accreditation and two teachers who are needing to maintain their level of proficiency.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration & Support Staff	1.61
Other Positions	0.03

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	73 827.00
Global funds	112 770.00
Tied funds	111 537.00
School & community sources	62 780.00
Interest	2 073.00
Trust receipts	7 559.00
Canteen	0.00
Total income	370 546.00
Expenditure	
Teaching & learning	
Key learning areas	23 829.00
Excursions	20 621.00
Extracurricular dissections	24 871.00
Library	4 023.00
Training & development	5 878.00
Tied funds	106 691.00
Short term relief	7 874.00
Administration & office	39 432.00
School-operated canteen	0.00
Utilities	13 425.00
Maintenance	14 405.00
Trust accounts	7 745.00
Capital programs	0.00
Total expenditure	268 794.00
Balance carried forward	101 752.00

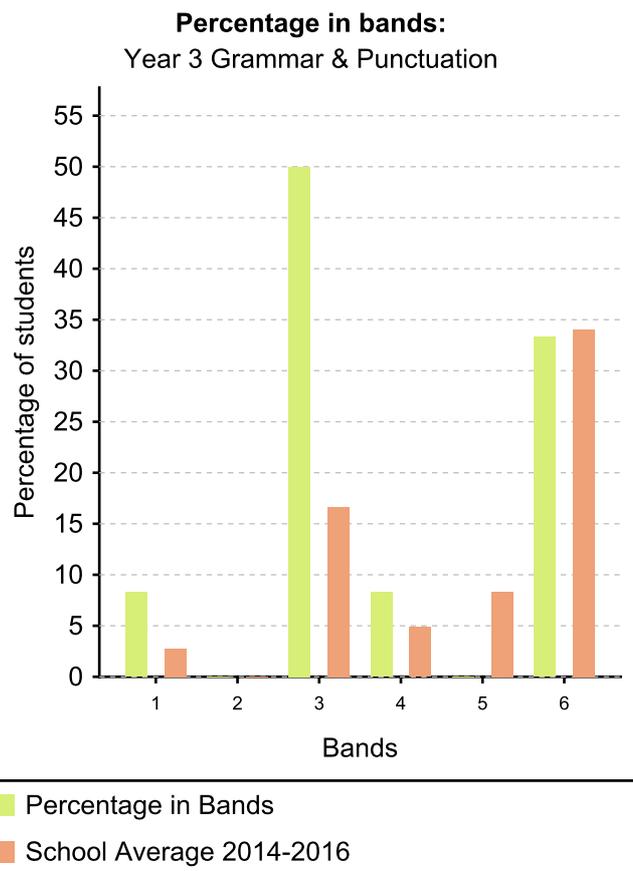
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

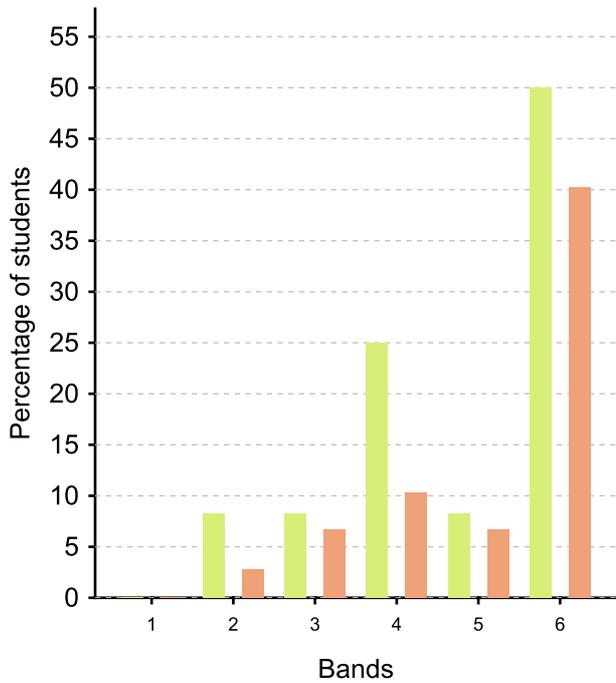
NAPLAN

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.

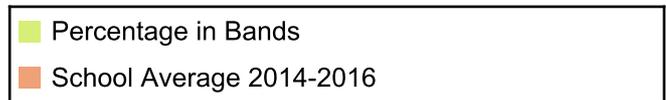
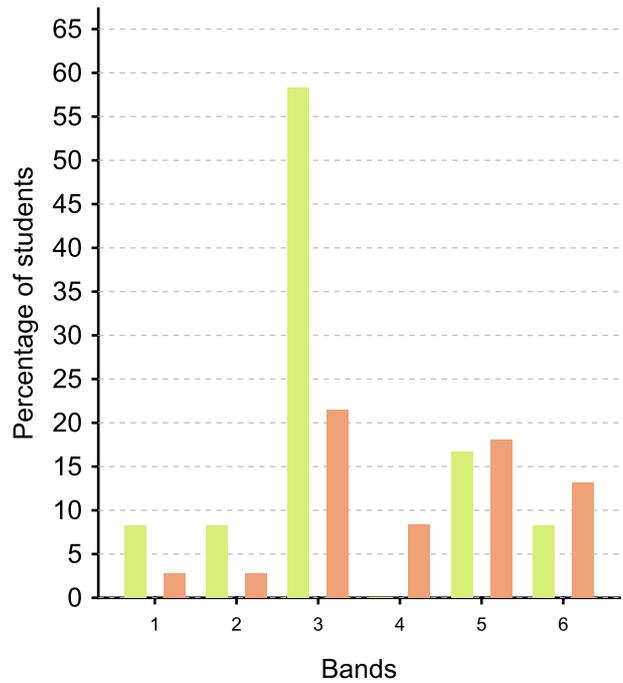
Grammar, punctuation and reading are areas of strength and are above state average. All students in Year 5 showed higher than expected growth in most areas.



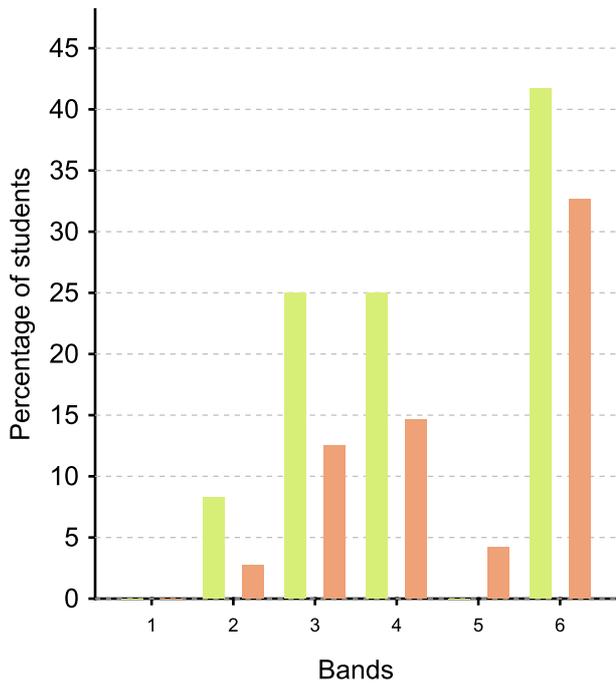
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

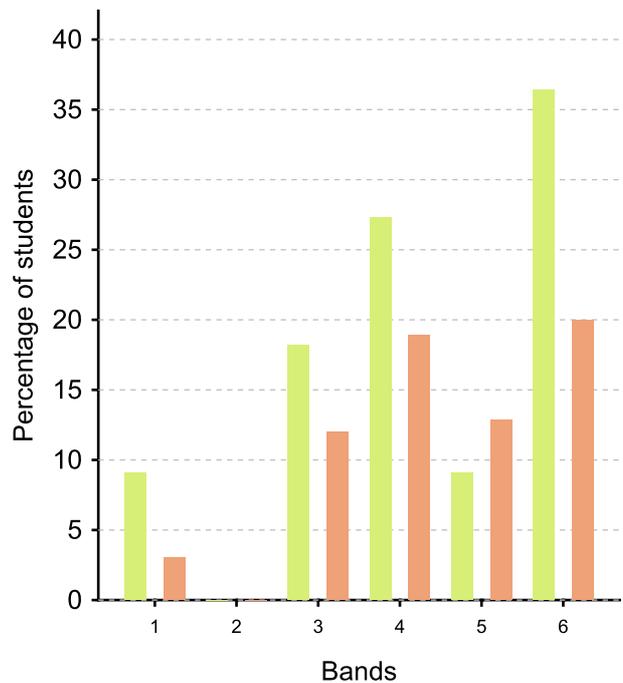


Percentage in bands:
Year 3 Spelling



Numeracy scores were generally high, with around 60% at proficiency in both year 3 and year 5. Most lower end questions were all answered correctly. Our focus for next year is to ensure students are transferring concepts to unfamiliar problem solving situations.

Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In summary, trends are difficult to analyse due to cohort size, however most areas continue to improve and students growth between 3 and 5 as well as 5 and 7 is generally higher than expected.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:–

- The majority of parents and students are happy and satisfied with the school.
- Parents are happy with the learning within the school especially the focus on the YCDI foundations, gardening program, cooking, yoga and mindfulness.
- Parents love the wonderful culture that exists within the school
- Parents would like the staff to continue focusing on the teaching of resilience skills but also introducing more learning around the Learning Pit and the Learning How to Learn program.
- Students would like to have more choices around extra curricular activities.

Policy requirements

Aboriginal education

Aboriginal education

Historically Main Arm Public School has only had a few Aboriginal or Torres Strait Islander students enrolled in school. Consequently extra importance is placed upon students developing knowledge of Aboriginal culture and fostering respect for the original inhabitants of Australia. This has been achieved through teaching and learning programs in the key learning area of History and Geography and integrated units of work.

Developing respect and understanding of Aboriginal culture has also been reinforced across the curriculum through reading activities, writing, assemblies, NAIDOC Week, drama, and craft and visual arts. Aboriginal programs were also taught during our school excursion to Midjinbil Centre and during our excursion to Byron Bay.

Multicultural and anti-racism education

Ensuring we equip our students with knowledge about other cultures is vital. Students at Main Arm School are given many opportunities to develop knowledge, skills and attitudes to foster respect and tolerance towards each other and people of varying ethnic backgrounds.

Activities have included:

Identifying and describing customs, practices, symbols, languages and traditions of families.

Inclusion of students' own cultures and traditions into our classroom programs.

Respecting another culture and their traditions is essential in ensuring our students become tolerant, respectful and peaceful individuals.

Our students also ran a very successful Multicultural Day. Each group of students selected a country of their choice and either did a research report or worked together as a class group. The students then had a special multicultural feast enjoyed by the whole school community.

Main Arm School has trained two Anti–Racism Contact Officers (ARCO) in 2016 so that we can continue to build and strengthen cultural diversity within the school community.