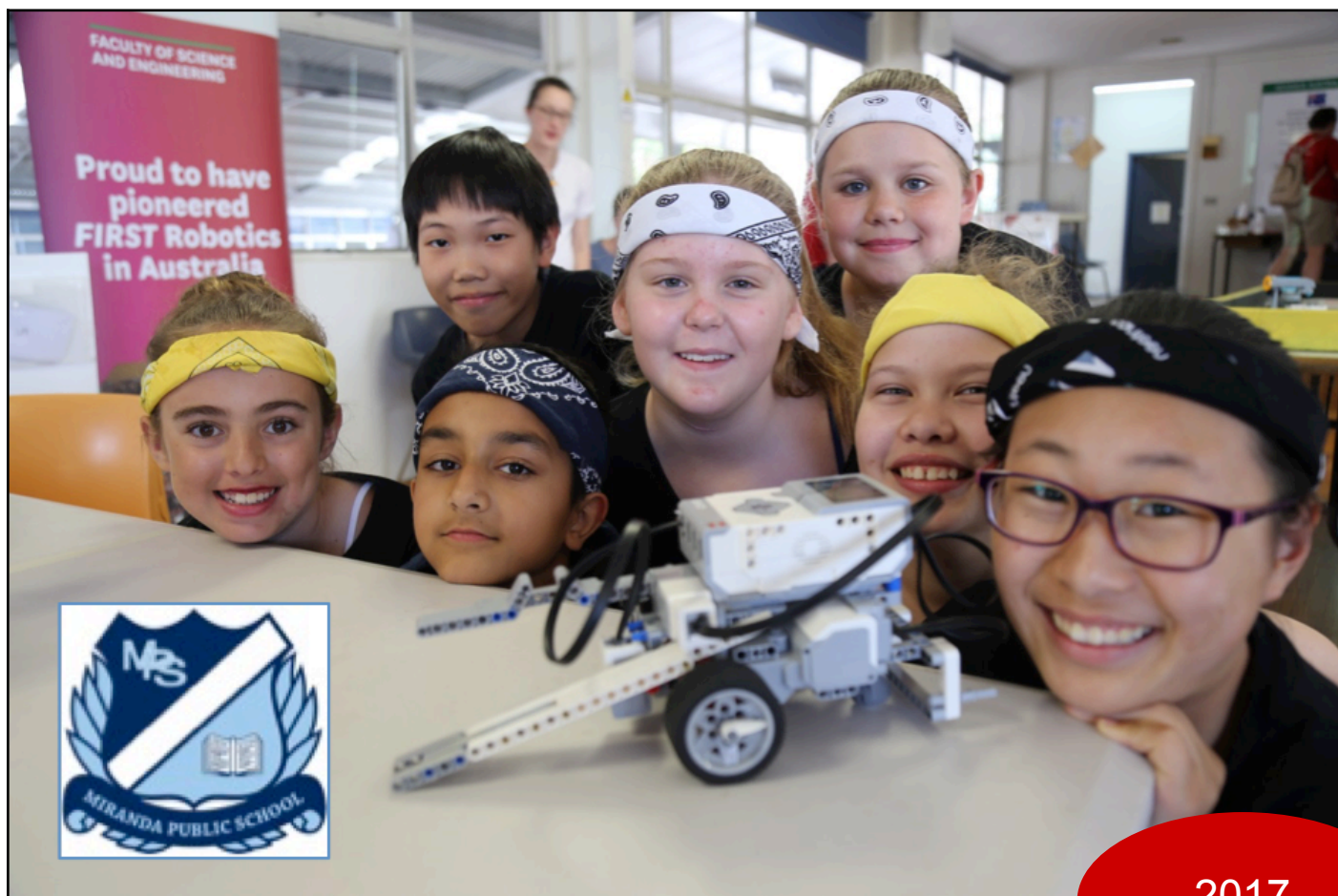


# Miranda Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Miranda 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.

**Narelle Chaplin**

*Relieving Principal*

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## Message from the Principal

In 2017, Miranda Public School continued to be a school that offers amazing opportunities for all students across all facets of their education.

Learning was showcased to the school parent community through our very successful 'Gold Day' for Stage 3 students, based on the History curriculum. A Sustainability Fair was also run by Stage 3 students and shared with all classes, K–6. Our students also participated in the Lego League competition for the first time and are keen to make this an annual event.

Our school hosted many district level competitions for Chess, which were attended by over 254 students from visiting schools.

'The Leader in Me' program was in its 3rd year. Students have made great progress in demonstrating the '7 habits of highly effective people' in their daily school life and plans are being made to incorporate this program into a peer-led program in 2018. The Covey Foundation also chose Miranda Public School to feature in their international promotional movie.

This year also saw continuance of the Didgeridoo program at our school. The music program was extended to also include girls, in the form of a structured guitar program.

LMBR changes continued to prove a steep learning curve for administration staff, and the appointment of two permanent classroom teachers allowed for stability in our staffing.

Student performance in NAPLAN reinforced that our planning and support measures put into place over the past two years are beginning to show results. Miranda Public School students participated in the NAPLAN online trial for years 3 and 5, which was an excellent learning opportunity for staff and students alike.

Community involvement and support was once again highlighted in our very high parent attendance and involvement in Harmony Day, Grandparents Day and Education Week activities.

## School background

### School vision statement

At Miranda Public School we aim to provide a centre of learning where excellence, high achievement and creativity will enable our students to contribute to the global community. We will strive to

- Create a leading education setting that promotes 21st Century learning and boasts a state of the art school that assists in the delivery of innovative programs
- Create an environment where students take responsibility for their own learning.
- Motivate independent students who exhibit positive attitudes and quality practices
- See students as life long learners with optimism and high self esteem
- Develop a highly skilled staff who are enthusiastic about learning and teaching
- Create a challenging and comprehensive curriculum that stimulates high achievement for all students
- Provide the necessary resources to support quality education for the future
- Develop the moral, ethical, cultural, physical and emotional values in our students
- Sustain a vibrant innovative, supportive and positive environment

This vision is embedded throughout our school mottos, 'For the good of all' and 'Where Learning Comes to Life'. This shared belief between staff, students and the community will ensure Miranda Public School succeeds into the future and can achieve a learning culture of high achievement and 21st Century learning across all areas of education.

### School context

Miranda Public School is situated in the centre of the Sutherland Shire, adjacent to Miranda Library and council run day care facilities. It is one of the oldest schools in the area, established in 1893. The school has an integrated Special Education Unit that operates two IO classes for students with a moderate intellectual disability and an Autism class.

Miranda Public School has a diverse community which draws from a very wide range of cultural backgrounds, with over 50% of students from non-English speaking backgrounds. The school implements programs and initiatives to support these students and their communities, whilst fostering common values, attitudes and responsibilities in a positive and respectful environment.

In 2017, the school had 281 students. The school has continued to grow and currently caters for 10 mainstream classes, 2 IO classes and an Autism Class.

Miranda Public School is a 'Leader in Me' school, which prides itself on hard work, strong community values and programs in leadership, sport, music and the arts.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, Miranda Public School demonstrates a strong commitment to the school community and partnerships with parents. Students are well supported and learning programs ensure individual student success.

In the domain of Teaching, our school is excelling in lesson planning and making appropriate accommodations and adjustments to suit the needs of students, as they arise. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs.

In the domain of Leading, our school's leadership team is sustaining and growing processes to collaboratively review teaching practices to affirm quality. The leadership team undertakes annual staff performance and development reviews for teaching and non teaching staff.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## Strategic Direction 1

### Engage in 21st Century Learning Programs

#### Purpose

Purpose:

Our purpose is to implement and evaluate high quality teaching and learning programs, which embed 21st century pedagogy in our delivery of the Australian Curriculum. We aim to develop lifelong learners by enhancing creative and critical thinking skills and promoting collaboration and collegiality. We aim to innovate and provide all of our students with opportunities to succeed at their individual level.

#### Overall summary of progress

Miranda Public School has had ongoing implementation and discussions around the Literacy and Numeracy Continuums, and PLAN data underpins our teaching and learning programs. Our teachers are working in a collaborative manner to strengthen our practices and ability to implement strong literacy and numeracy programs, which cater for the needs of individual students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students in Year 3 and 5 will achieve in the top 3 bands of Numeracy in NAPLAN each year.	\$41 938 was spent on teaching and learning across all curriculum areas	73% of students in Year 5 achieved the top 3 bands of Numeracy in 2017.  75% of students in Year 3 achieved the top 3 bands of Numeracy in 2017.
All students to show growth in Literacy and Numeracy on PLAN software. 75% of students achieving recommended levels on the Literacy and Numeracy Continuum.	\$15 843 was spent on training and development of teachers on PLAN and literacy and numeracy practices.	All teachers are trained and utilising PLAN data to drive teaching and learning programs.

#### Next Steps

- continuation of mathematics groups across Years 3–6
- all teachers to participate in professional learning around successful practices in mathematics
- professional learning on PLAN 2
- professional learning on Literacy and Numeracy Progressions
- implementation of a whole school fluency program

## Strategic Direction 2

Build leadership capacity

### Purpose

Purpose:

Our purpose is to engage all staff and students in a shared vision of the greatness and leadership that is inherent in every child and adult. Our focus on building the leadership capacity of individuals and teams will allow both students and staff to realise their potential and leave a lasting impression on our school culture.

### Overall summary of progress

Miranda Public School continued to strengthen the 'Leader in Me' initiative across all areas of school life. New teachers on staff received professional development on the '7 habits of highly effective people'. The 'Torch Team' was established to build the leadership capacity of students and provide them with opportunities to be involved in school events.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have been trained in the three year, Franklin Covey Education program, 'The Leader in Me'. 100% of surveyed students can identify and display the '7 habits of highly effective people'.	\$3700 was spent on teacher resources  \$3500 was spent on teacher professional development	6 teachers were trained in 'The Leader in Me' program.  A workshop was also offered to parents to gain more knowledge and understanding about the '7 habits of highly effective people'.
100% of teachers demonstrate evidence based practice of the elements of the Australian Professional Teaching Standards, set goals, reflect and develop quality teaching and learning programs.	Funds were spent on mentoring days and additional days for programming, assessing and reporting.	Mentoring sessions were timetabled in to support our school's beginning teachers.  Two beginning teachers attained accreditation at Proficient status.  One beginning teacher has commenced the accreditation journey.

### Next Steps

- continuation of extra release time for coaching and mentoring for beginning teachers
- innovative leadership programs offered to all staff to provide scaffolding and career opportunities for advancement in the teaching profession
- more evidence of the '7 habits' embedded in teaching practice

### Strategic Direction 3

Develop stronger links with community

#### Purpose

Purpose:

Our purpose is to strengthen ties with our greater school community. We aim to inspire a responsible school community which values diversity and build effective and meaningful partnerships.

#### Overall summary of progress

Our school continued to encourage our community to attend whole school events and celebrations. We provided parents with information workshops based around reading initiatives and strategies to strengthen the partnerships between school and home.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 25% of parents and community members take on a variety of roles across the school. This may be through the P&C or an informal role.		There has been a significant increase in parent attendance at school events and celebrations including the Easter Hat Parade, Leader in Me award assemblies, workshops on supporting children in home reading, and Harmony Day.
100% of parents check the new school website or smartphone app at least once a week		New parents to our school are utilising the app to seek relevant and important school information.

#### Next Steps

- continue strengthening whole school events and celebrations, encouraging parent attendance and involvement
- provide more parent information sessions and workshops on different curriculum areas, teaching and learning strategies
- develop stronger partnerships with the wider school community, including local early childhood centres and local businesses



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	In 2017, we had an English as an Additional Language or Dialect (EAL/D) teacher 2 days per week.	Our EAL/D program provided students with oral language and literacy support in the classroom and on a 1:1 basis.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	131	140	154	148
Girls	127	141	139	132

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	93	94.5	95.9
1	95.8	94.8	94.7	90.7
2	93.8	94.2	96	95
3	94.4	94	91.8	97
4	95.7	95.5	94	94.6
5	96.2	94.3	96.1	94.5
6	95	95.1	94.7	95.7
All Years	95.1	94.3	94.6	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

At Miranda Public School, student attendance is closely monitored by classroom teachers on a daily basis and weekly monitoring occurs by our leadership team. Any students with noticeable patterns of unexplained attendance are followed up and communicated to the Home School Liaison Officer by the Principal.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.46
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	5.72
Other Positions	0

\*Full Time Equivalent

Miranda Public School has a diverse staff, comprising of experienced and beginning teachers, and staff from Aboriginal and multicultural backgrounds. Our school was appointed two permanent classroom teachers to commence in 2017.

### 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	20

### Professional learning and teacher accreditation

Miranda Public School provides teachers and support staff with regular professional development opportunities throughout the year. In 2017, in addition to weekly meetings and Staff Development Days, teachers participated in professional learning opportunities on a fortnightly basis. The focus of the professional learning was around building the knowledge and capacity of teachers to plan and deliver effective programs to 21st century learners, and professional learning around leadership. Our executive team participated in Growth Coaching workshops and meetings, focused on building practical skills in coaching and leadership.

Miranda Public School provides early career teachers

with ongoing mentoring, feedback and professional learning, to ensure they are well supported and developed in their first few years of teaching. In 2017, our beginning teachers either commenced their journey of teacher accreditation or attained accreditation at Proficient teacher level. Our Proficient teachers continued to maintain their accreditation by engaging in professional development opportunities at school and through external workshops and courses.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	142,691
<b>Revenue</b>	3,206,224
Appropriation	2,947,587
Sale of Goods and Services	14,316
Grants and Contributions	241,191
Gain and Loss	0
Other Revenue	0
Investment Income	3,130
<b>Expenses</b>	-3,172,940
Recurrent Expenses	-3,172,940
Employee Related	-2,865,885
Operating Expenses	-307,055
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	33,285
<b>Balance Carried Forward</b>	175,975

Miranda Public School migrated the school's finances over to the SAP system in 2016 and we have been operating successfully under this new system for the last 19 months. The school works in unison with the department's Shared Service Centre to manage our finances. The appropriation figure seen in the Financial Summary Table represents the total extended to the school by the Department to cover salaries of permanent staff members, utility costs and day to day expenses associated with the running of the school. Prior to the migration over to SAP, schools were not responsible for the payment of salaries to permanent staff members.

Schools are now responsible for generating their own funds to supplement the funding received by the Department. These funds are recorded as School and Community Sources and are the only funds for which the school receives bank interest. The Principal and budget committee decide how these funds are spent dependent upon the school's needs.

We are liable to operate our finances in keeping with the Department's policies and procedures and to report on all school finances at the end of each financial year.

This year we have allocated \$20,000 for structural changes, by way of an internal room divider, in 'A Block' and currently have in progress a beautification plan for the school's gardens and playground areas.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,865,051
Base Per Capita	47,407
Base Location	0
Other Base	1,817,644
<b>Equity Total</b>	198,612
Equity Aboriginal	4,888
Equity Socio economic	52,068
Equity Language	61,688
Equity Disability	79,968
<b>Targeted Total</b>	667,405
<b>Other Total</b>	86,118
<b>Grand Total</b>	2,817,186

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.

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.

#### Year 3

- 81% of students achieved a Band 5 or 6 in Reading
- in Writing, over 68% of students achieved a Band 5 or 6
- 97% of students achieved the top 4 bands in Spelling
- 50% of our students attained a Band 6 in Grammar and Punctuation

#### Year 5

- 84% of students achieved the top 3 bands in Reading
- 63% of students achieved a Band 6 or 7 in Writing
- 76% of students achieved the top 3 bands in Spelling and Grammar and Punctuation

In Year 3, 75% of students achieved the top 3 bands in Numeracy.

In Year 5, 73% of students achieved the top 3 bands in Numeracy.

As a school, the percentage of students in Year 5 that achieved the top two bands in Reading and Grammar and Punctuation is above the state average. The percentage of students in Year 3 that achieved the top two bands in Writing, Spelling and Grammar and Punctuation is above the state average.

## Parent/caregiver, student, teacher satisfaction

Miranda Public School provided parents with information sessions and workshops around reading, which included our school's reading programs and strategies to assist children with reading at home. The following feedback regarding the effectiveness of these sessions include:

Parents who attended the workshops were more confident to support their children with home reading as they were given the opportunity to "see" and example of an effective home reading session. Parents came away from the workshop with strategies and language to utilise at home, which are consistent with those utilised in reading lessons in the classroom.

Students experienced more enjoyable home reading time with their parents, as the increase in parents' confidence led to more engagement for their children.

Teachers felt the sessions strengthened their partnerships with parents as more parents were willing to volunteer their time to change home readers. There

was also an increase in parents discussing with teachers their child's reading progress in the classroom and showing more interest in their improvements.

## Policy requirements

### Aboriginal education

Miranda Public School celebrated NAIDOC Week in and around the classroom. Students in Stage 3 read Dreamtime stories to their 'buddies' – students in younger classes. Poles along our playground's walkway were painted by each class and featured Aboriginal art symbols. One of our teachers spoke to each class about Aboriginal history and culture. The Didgeridoo program continued in 2017.

### Multicultural and anti-racism education

Our school is proud of our culturally diverse community, with approximately 50 language backgrounds represented. We celebrated Harmony Day by inviting our students to come to school in international costumes/cultural clothing, and each class participated in Harmony Day and multicultural activities in their classrooms. Our annual Harmony Day International Food Festival was held one evening and was a success. Families cooked, baked and prepared a myriad of dishes of their culture to share with the community. This was followed by a screening of a family movie.