Introduction
The Annual Report for 2015 is provided to the community of Manifold 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.

Peter Eckersley
Principal

School contact details:
Manifold Public School
Lismore-Kyogle Road, Bentley. 2480
Phone: 02 6663 5220
Fax: 02 6663 5313
Email: manifold-p.school@det.nsw.edu.au
Web: www.manifold-p.schools.nsw.edu.au
School Code: 2464

School background

School vision statement

Manifold Public School (MPS) is a leader in the delivery of inclusive 21st Century Education. It is a vibrant school that features strong leadership within a variety of active, collaborative communities. Staff commit to ongoing engagement with world class professional learning to develop 21st century citizens.

School context

Manifold Public School is a growing organisation, experiencing enrolment growth over the last 4 years. The school’s 2015 RAM report identifies the school’s FOIE 2013/14 average of 94 and a reduction of $7500 on 2014 funding. The school is a leader in excellence as shown by a successful application for a Rural and Remote Grant with a Tweed Alliance of P5 schools. Students are included in a number of sporting, cultural and social activities with a network of Casino small schools. Year 5/6 students are encouraged to participate in transition to Year 7 programs offered by Casino and Richmond River High Schools.
**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the element of Teaching. Teachers identified the following ratings for the areas of:

- Effective Classroom Practice - DELIVERING
- Data Skills and Use - DELIVERING
- Collaborative Practice- DELIVERING
- Learning & Development - DELIVERING
- Professional Standards- DELIVERING

This year, our school undertook self-assessment using the element of Learning. Teachers identified the following ratings for the areas of:

- Learning Culture- DELIVERING
- Wellbeing - DELIVERING
  - Curriculum & Learning- DELIVERING
- Assessment & Reporting - DELIVERING
- Student Performance Measures- DELIVERING

This year, our school undertook self-assessment using the element of Leading.

Teachers identified the following ratings for the areas of:

- Leadership- DELIVERING
- School Planning, Implementation & Reporting - DELIVERING
  - School Resources- DELIVERING
- Management Practices & Processes - DELIVERING

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
**Strategic Direction 1**

Personalised learning environments developing the whole child.

**Purpose**

All MPS students will be supported with self-directed English and Maths learning across all settings.
Learning will feature student development of personal and interpersonal skills through planned experiences creating positive and respectful environments.
Strengthen school and parent strategic involvement of the emotional, social, physical and spiritual wellbeing of all MPS students.

**Overall summary of progress**

Did we do what we planned?

Planned Processes

1. Effective completion of all mandatory and non-mandatory tasks to ensure identified students improve their performance across all settings.

   **All initiatives completed.**

2. Introduction of the development of greater student self-directive learning at MPS.

   **50% of initiatives completed.**


   **Less than 25% of initiatives completed.**

Did it have the planned impact?

1. Adjustments identified, reported to parents and evaluated for all students with a disability.
2. Selected Year 6 students positively respond to the use of “I can” statements in the development of their writing skills. Classroom teacher reports greater motivation for Year 6 writers to improve.
3. Due to the release of the Wellbeing Framework in Semester One, the school community decided to delay the review of the MPS Welfare and Discipline Policy.
## Strategic Direction 1

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieve expected or above Numeracy and Literacy growth based on PLAN and NAPLAN data.</td>
<td><strong>NAPLAN</strong>&lt;br&gt;&lt;br&gt;No progress to be reported due to the small cohort.&lt;br&gt;See My School website for more cohort information.&lt;br&gt;&lt;br&gt;<strong>PLAN</strong>&lt;br&gt;&lt;br&gt;70% of K-6 students achieving expected cluster growth in literacy.&lt;br&gt;70% of K-6 students achieving expected cluster growth in numeracy.</td>
<td>$900</td>
</tr>
<tr>
<td>Greater than 75% positive responses to appropriate questions on parent survey.</td>
<td>Parents indicated an average score of 9/10 to the area of “School supports learning” in the 2015 Tell Them From Me Parents Surveys.</td>
<td>$450</td>
</tr>
</tbody>
</table>

## Next steps

**Future Directions**

Due to the appointment of a permanent teacher, the school plan will be reviewed Term 1 2016.

A key focus to be undertaken in 2016 will include the school community’s engagement with the Well Being Framework. This collaboration will inform the school’s future direction with the Welfare & Discipline Policy.
Strategic Direction 2

Active and resilient community partnerships focussed on leading school improvement.

Purpose

To strengthen partnerships within various communities to develop resilience. Strengthening partnerships will involve creating opportunities for MPS students to authentically connect with a variety of peers to develop understanding of others outside the school boundary. Creating opportunities for parents to be involved with genuine planning, implementation and evaluative school processes of the 2015-17 School Plan.

Overall summary of progress

Did we do what we planned?

Planned Processes.

1. Develop student leadership capabilities to promote a positive school environment.

80% of initiatives completed.

2. Provide opportunities for parents to be informed and involved with ongoing school improvement processes to improve student outcomes.

25% of initiatives completed.

Did it have the planned impact?

1. Family Groups established and Year 6 students led a variety of PE/PD lessons during 2015. Year 6 students participated in problem solving process involving a real problem in the playground. Student engagement included leading a school community fund raising event (over $1,000 raised).

2. The school circulated class newsletters each term to inform parents of planned classroom learning and experiences. The school also circulated a planner each term to inform families of upcoming school activities. Parents indicated an average score of 9.5/10 to the area of “Parents are informed at Manifold Public School” in the 2015 Tell Them from Me Surveys.
## Strategic Direction 2

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved school attendance data.</td>
<td>Student attendance rates have declined from 93.3 (2014) to 91.8 (2015). Compared to the state average of 94.0, this continues to be a focus area for improvement in 2016-17.</td>
<td>$2 000</td>
</tr>
</tbody>
</table>
| Year 7 and 9 NAPLAN data and other relevant evidence. | NAPLAN  
No progress to be reported due to the small cohort.  
See My School website for more cohort information. |                  |

### Next steps

**Future Directions**

Teachers will consider the size of the Stage 3 cohort, individual students’ leadership skills and real and virtual networking opportunities with selected schools when planning for the 2016 Family Group Program.

Teachers will continue to look for opportunities in promoting student leadership in all class groups.

2015 P&C initiatives have included the trial of a Facebook page and a weekly playgroup for mums to connect. Increased 2016 Kindergarten enrolments have been an impact.

The school will investigate the trial of a school mobile app to enhance communication and increase parent/carer involvement in their child’s education.

Improving the rate of school attendance will be a focus for the school community in 2016. Staff will work collaboratively with parents/carers to improve this important area.
Strategic Direction 3

Collaborative and professional teachers nurturing successful 21st century learners.

Purpose

MPS will develop 21st century learners possessing a mastery of core academic subjects at their appropriate level and explicit development of personal and interpersonal skills. Collaboration with community of schools will be a feature of teacher development focussed on improving student outcomes through thorough evaluation processes of core academic teaching.

Overall summary of progress

Did we do what we planned?

Planned Processes

1. Teaching staff will engage with the Tweed Alliance in the 21st Century Teaching, Assessment & Leadership Project” and seek opportunities to share with other community of school groups.

50% of initiatives completed

2. Staff engaged with the provision and analysis of quality data to evaluate teaching of core academic subjects.

80% of initiatives completed.

3. Class teacher use of the Quality Teaching Framework (QTF) to guide practice and assessment task design.

Less than 50% of initiatives completed.

Did it have the planned impact?

1. Mentoring sessions completed (3-6 Classroom Teacher) and coaching sessions partially completed. The 3-6 Classroom Teacher engaged with two practicum students during Semester 2 2015.

2. Teachers were led through a thorough Semester One Maths evaluation process. Improved K-6 student Maths data was identified by teachers in students’ Semester Two reports.

3. All teachers engaged with Quality Teaching Framework to reflect, share and identify future growth with a selected Quality Teaching Element (Higher Order Thinking). Teachers reported an improvement in QTF criteria scores for this particular element. Teachers utilised Sutton Public School’s Thinking Skills Scope & Sequence to assist with resources.
# Strategic Direction 3

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| NAPLAN/PLAN data. | NAPLAN  
No progress to be reported due to the small cohort.  
See My School website for more cohort information.  
PLAN  
70% of K-6 students achieving expected cluster growth in literacy.  
70% of K-6 students achieving expected cluster growth in numeracy. | <$> |
| Identifiable growth in pre and post “coding” of selected QT elements in teaching practice & assessment tasks. | Teachers self-assessed elements in the Intellectual Dimension. See Teachers Professional Learning Journals for results. | $2 400  
(Rural & Remote Grant – Tweed Alliance) |

## Next steps

**Future Directions.**

Due to the appointment of a permanent teacher, this strategic direction will be reviewed during Term 1 2016.

The 2015 organisation of English and Maths groups involved students being placed in three groups according to cluster groups nominated on the 2014 literacy and numeracy continuums. Parents were informed at the Term 1 Information Night and through the school newsletter. Students’ placements in these groups (Ochre, Library and New) were reviewed each term. A small number of students engaged with personalised placements. Personalised placements were carefully negotiated with students and families. The continuation of this structure will be fully dependent on school funding.

A key focus to be undertaken in 2016 will include a continued engagement with the Quality Teaching Framework and future focused learning skills.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Publication of a school document detailing school processes and PLP meeting and formats.</td>
<td>$900</td>
</tr>
<tr>
<td>Revisit Aboriginal Education Policy to highlight school and staff obligations with the support of aboriginal students.</td>
<td>Greater understanding of school and staff obligations in this area.</td>
<td></td>
</tr>
<tr>
<td>Completion of Personalised Learning Plans (PLPs) and DoE mandatory policies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>NA</td>
<td>$0</td>
</tr>
<tr>
<td>No funding received.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>NA</td>
<td>$0</td>
</tr>
<tr>
<td>No funding received.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Completion of Best Start Assessment and parent meetings.</td>
<td>$3 600</td>
</tr>
<tr>
<td>Teacher release for:</td>
<td>Collaboration to meet the cultural, physical, social and academic needs of students.</td>
<td></td>
</tr>
<tr>
<td>Best Start Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance at community of schools’ network meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Establishment of an additional Maths &amp; English Group (Mon-Wed) allowed for a smaller student-teacher ratio.</td>
<td>$12 000</td>
</tr>
<tr>
<td>Employment of additional teacher.</td>
<td>Greater tracking of students with adjustments.</td>
<td></td>
</tr>
<tr>
<td>Teacher release for:</td>
<td>Greater home-school communication.</td>
<td></td>
</tr>
<tr>
<td>Regular meetings with the School Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings with preschool teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Student-Learning Support Teacher Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>NA</td>
<td>$0</td>
</tr>
<tr>
<td>No funding received.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student information**

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>16</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>18</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.4</td>
<td>93.5</td>
<td>77.3</td>
</tr>
<tr>
<td>1</td>
<td>91.7</td>
<td>95.3</td>
<td>92.0</td>
</tr>
<tr>
<td>2</td>
<td>90.3</td>
<td>89.9</td>
<td>96.4</td>
</tr>
<tr>
<td>3</td>
<td>97.8</td>
<td>96.6</td>
<td>90.4</td>
</tr>
<tr>
<td>4</td>
<td>94.1</td>
<td>92.4</td>
<td>97.8</td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td>91.4</td>
<td>90.1</td>
</tr>
<tr>
<td>6</td>
<td>97.4</td>
<td>95.5</td>
<td>94.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>93.3</td>
<td>91.8</td>
</tr>
</tbody>
</table>

**Workforce information**

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Part time/RFF/Librarian</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.332</td>
</tr>
</tbody>
</table>

No staff identify as aboriginal.

**Teacher qualifications**

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

**Professional learning and teacher accreditation**

Classroom teachers their allocated self-managed six professional learning days. Professional Learning experiences were linked to the 2015-17 School Plan:

- Visible Learning Project
- IPad Apps in the classroom
- L3 Network Days
- Development of CLASS/COLOURS multistage mathematics units.

**Financial information**

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**2016 Annual Financial Statement**

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>50584</td>
</tr>
<tr>
<td>Global funds</td>
<td>50650</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72833</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10632</td>
</tr>
<tr>
<td>Interest</td>
<td>1404</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2551</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>188654.00</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas
  - Excursions
    - 6631
  - Extracurricular dissections
    - 3049
- Library
  - 517
- Training & development
  - 0.00
- Tied funds
  - 66387
- Casual relief teachers
  - 8136
- Administration & office
  - 22736
- School-operated canteen
  - 0.00
- Utilities
  - 7723
- Maintenance
  - 12876
- Trust accounts
  - 718
- Capital programs
  - 0.00
- Total expenditure
  - 128773.00

| Balance carried forward | 59881.00 |
School performance

NAPLAN

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver satisfaction

Seven parent/carer responses from the 2015 Tell Them from Me Surveys are presented below. All parent/carers were given the information required to participate in this online survey. Responses are represented as scores out of 10 to selected statements. School community members can acquire the full report from the school administration office.

1. Parents feel welcome at Manifold Public School

Parents Feel Welcome 9.6

I feel welcome when I visit the school. 10
I can easily speak with my child’s teachers. 10
I am well informed about school activities. 9.4
Teachers listen to concerns I have. 9.7
I can easily speak with the school principal. 10
Written information from the school is in clear, plain language. 9.7
Parent activities are scheduled at times when I can attend. 9.1
The school's administrative staff are helpful when I have a question or problem. 9.1

2. Parents are informed at Manifold Public School

Parents are Informed 9.5

Reports on my child's progress are written in terms I understand. 10
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.9.7
I am informed about my child's behaviour at school, whether positive or negative. 9.7
The teachers would inform me if my child were not making adequate progress in school subjects.9.7
I am well informed about my child's progress in school subjects. 9.1
I am informed about opportunities concerning my child's future. 9.4
I am informed about my child's social and emotional development. 9.1

3. Parents at Manifold Public School support learning at home

Parents Support Learning at Home 4.3

Does someone in your family do each of the following?
Discuss how well your child is doing in his or her classes 3.4
Talk about how important schoolwork is 4.7
Ask about any challenges your child might have at school 3.1
Encourage your child to do well at school 5.6
Praise your child for doing well at school 5.9
Talk with your child about feelings towards other children at school 4.1
Take an interest in your child’s school assignments 3.4

4. Support for learning at Manifold Public School

School Supports Learning 9

Teachers have high expectations for my child to succeed. 7.8
Teachers show an interest in my child's learning. 9.7
My child is encouraged to do his or her best work. 9.7
Teachers take account of my child's needs, abilities, and interests. 9.4
Teachers expect homework to be done on time. 8.8
Teachers expect my child to work hard. 8.4

5. Support for positive behaviour at Manifold Public School

School Supports Positive Behaviour 9.3

Teachers expect my child to pay attention in class. 9.7
Teachers maintain control of their classes. 9.1
My child is clear about the rules for school behaviour. 9.7
Teachers devote their time to extra-curricular activities.8.8

6. Safety at Manifold Public School

Safe School 9.5

Behaviour issues are dealt with in a timely manner. 9.1
My child feels safe at school. 10
My child feels safe going to and from school. 9.1
The school helps prevent bullying. 9.7
7. Inclusion at Manifold Public School

_Inclusive School 9.2_

Teachers help students who need extra support. 9.4
School staff create opportunities for students who are learning at a slower pace. 8.9
Teachers try to understand the learning needs of students with special needs. 9.3
School staff take an active role in making sure all students are included in school activities.9.1
Teachers help students develop positive friendships. 9.7

Policy requirements

_Aboriginal education_

The implementation of the Aboriginal Education and Training Policy has included:

- The inclusion of Aboriginal perspectives and content across all Key Learning Areas.
- Outcomes of programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

_Multicultural Education and Anti-racism_ Achievements in multicultural education and anti-racism education include:

- Inclusive classroom and school practices.
- Teaching programs promoting intercultural understanding and skills.