Domain: Leading
Element: School Resources

Statement of Excellence
In schools that excel, resources are strategically used to achieve improved student outcomes.

About Myrtle Bay Public School
Myrtle Bay Public School is located on the NSW coast. The school has a student population of about 400. Eight per cent of students are Aboriginal and Torres Strait Islander (ATSI) and five per cent are from language backgrounds other than English (LBOTE). Myrtle Bay PS has a Family Occupational Employment Index (FOEI) of slightly less than 100. The school has fourteen classroom teachers including three assistant principals, one full-time and one part-time Learning and Support Teacher (LAST). The school has two support classes for students with intellectual disabilities and funds additional School Learning Support Officer (SLSO) positions. The school fosters a productive partnership between the community, parents, students and staff, and actively contributes to the learning alliance of local schools.

The school’s support staff and community volunteers work collaboratively to lead outstanding literacy and numeracy programs. Students are offered a variety of academic and extra-curricular activities. Out Of School Hours (OOSH) before and after school care facilities have been established onsite.

The school’s strategic directions for 2015-2017 are to:
- Improve literacy and numeracy practices
- Promote community partnerships
- Build confidence, resilience and creativity.
The School Plan

The school team identified the following practices that make effective and strategic use of school resources:

- Resource allocation is aligned to school strategic directions with explicit allocation of Socio-economic, Aboriginal, Disability and Isolation (Rural and Remote) funding.
- Positive Behaviour for Learning (PBL) and Kids Matter are embedded into wellbeing practices and resources have been purchased to maximise the effectiveness of these programs.
- Key initiatives – including PBL, coaching, Learning Management and Business Reform (LMBR), quality teaching of literacy and numeracy, new curriculum implementation, and establishment of two new support classes – underpin the school’s professional learning and resource allocation. Additional funding for professional learning is individualised based on goals set by staff in their Professional Development Plans (PDPs) and many are BoSTES accredited to support levels of professional competence.
- A systems-leadership focus underpins the school culture. Staff are encouraged to take a leadership role, working beyond their classroom and within local networks to contribute to broader school programs. Teaching and non-teaching staff lead projects that contribute to whole-school improvement and these are documented and monitored through the school milestones.
- Processes are in place to provide formal mentoring or coaching support to improve teaching, leadership practice and career development. All staff are engaged in a mentoring and/or coaching role in some capacity and support access to physical, financial and human resources.
- Identified staff expertise is used to support the professional learning of the staff (teaching and non-teaching) in the local community of schools comprising two high schools, thirteen primary schools and an Environmental Education Centre.
- School facilities are utilised extensively by the school community.
- The school has productive partnerships with external agencies (academic partnerships, local businesses and industries and community organisations).
- Extra-curricular learning opportunities including Creative Arts are significant and strongly aligned to the school’s vision, values and priorities.

Other school practices:

- All staff engage in online professional learning including registered courses conducted outside of school hours.
- Teachers have engaged in professional learning in evidence-based programs such as Targeted Early Numeracy (TEN) and Taking off With Numeracy (TOWN) and these programs are effectively resourced for program delivery including teachers’ professional practice to improve student outcomes.
- The school has resourced commercial literacy products and made staffing provisions with the release of staff for data collection and analysis.
- Technology is integrated into teaching and learning programs and resourced with electronic devices connected to a wireless LAN (WLAN) network. Each classroom has an interactive SMART/LED whiteboard, computers and a fleet of ten iPads.
- Identified staff are trained as school facilitators. The Student Administrative Manager (SAM) facilitates staff training in the Student Administration and Learning Management (SALM) system to enable monitoring of student behaviour. School-based TOWN and PBL facilitators ensure practice relating to these programs is embedded and sustainable.
- All executive contribute to the leadership of the Strategic Directions including the management of the associated budget.
- An aspirant program provides opportunities for aspiring leaders.
- All staff utilise One Drive to develop, share and monitor student behaviour plans, risk assessments, and stage and strategic direction team planning.
- School resources are streamlined for consistency of information including: resource packs for parents and caregivers of new enrolments; induction pack for new staff and casuals to enhance safe workplace processes; and school manuals (including School Phonics program and Behaviour Intervention) are produced for whole school staff consistency.
- Two classrooms have been refurbished to maximise resources to accommodate the introduction of extra-curricular opportunities in drama, dance, art and music.
- Two new support classes are established and resourced to accommodate student needs.

Where will we find the evidence of impact? What data will we use?

The school plan indicates an explicit link to the school budget detailed through the milestones. The budgetary schedule identifies the proposed strategic purchase of resources aligned to implementation of the school plan. The allocation of school resources aligns to the professional needs of the school community to improve student outcomes.

The leadership team contributes to financial planning. Each Assistant Principal controls their own stage budget including resourcing of staff for professional learning and financial monitoring for the leadership of their allocated Strategic Direction. An impact assessment is conducted through the evaluation of processes documented in the milestones.
The school uses its physical environment and available facilities effectively. It provides an OOSH, a uniform shop and a school-managed canteen. The availability of the OOSH attracts enrolments and the revenue provides funds to employ SLSoS to resource literacy and numeracy programs and behaviour support for identified students. The revenue from the canteen and uniform shop provide funds for employment of SASS staff to conduct administrative practices associated with the successful introduction of LMBR and Oliver (web-enabled school library system) resources.

Survey results, including Tell Them From Me (TTFM), identify student engagement in extra-curricular initiatives and student social and emotional wellbeing, linked to the resourcing of PBL and Kids Matter. NAPLAN data identifies the impact from the resourcing of TEN, TOWN, a school phonics program, MultiLit, MiniLit and various multi-media literacy and numeracy resources implemented to improve student outcomes.

Resources directed to school-wide mentoring and coaching has resulted in enhanced teaching and learning programs and teacher capacity. This is ensuring sustainable leadership of innovative programs. Staff Performance and Development Plans identify professional learning, goals and levels of accreditation against the teacher standards.

### Sources of data analysed

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### Other sources of data that could be used

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When we analyse our data what does it tell us?

The school’s analysis indicates:

The school ensures operational issues, such as allocation of resources and accountability requirements, serve the overarching strategic vision of the school community.

- The school receives significant income from grants and contributions, hall hire, its self-funded canteen and uniform shop, and also receives income from the OOSH. All funds are identified in the school plan and used to deliver the strategic directions. All identified funds are expended in a 12 month period.

- All professional learning supports curriculum delivery, LMBR and identified teacher goals.

- Increased interaction with university partners has resulted in improved curriculum provision with new syllabus documents.

- Eighty per cent of staff have participated in formal coaching programs and engage in coaching colleagues which has facilitated school improvement. Career professional learning data indicates that 50 per cent of staff have expressed interest in seeking accreditation at Highly Accomplished for the following year.

- Resourcing of literacy and numeracy initiatives (including professional learning and employment of extra SLSoS to deliver explicit support) have resulted in a reduction in Year 3 students at or below NMS Literacy from 25 per cent (2013) to 13 per cent (2014) and 6 per cent (2015). Forty per cent of Year 3 students achieved proficient top two bands in numeracy (Year 3 boys above State), 50 per cent of Year 3 achieved proficient bands in reading (above state) and a significant improvement in student growth for Year 3-5 in literacy and numeracy (above state).

- Creative Arts programs were implemented K-6 through the Release Face to Face (RFF) and led by a teacher committee. Teachers were employed for musical theatre and band instrument tuition. There was a 50 per cent increase in students attending the instrumental music program, 100 per cent of K-6 students participated in the school musical and a number of students participated in the Community of Schools Music Camp.
The introduction of Visual Arts resulted in a community Art Show and student participation in a Community of Schools’ Arts initiative. Gifted and Talented (GAT) art students were identified and an Art Club was resourced.

TTFM student surveys identified 50 per cent of students (Years 4-6) have a high rate of participation in extra-curricular activities (similar to the NSW Government norm). Girls’ participation is similar to the NSW Government norm and is significantly higher than the boys (below the NSW Government norm). Eighty five per cent of students have positive behaviour at school (above NSW Government norm) and 90 per cent try hard to succeed (above the NSW Government norm).

**What can we reasonably conclude about our school?**
(Making judgements using the School Excellence Framework)

### School Excellence Framework: School Resources

**Delivering**

- School staffing ensures that full curriculum implementation and delivery requirements are met.
- Systematic annual staff performance and development reviews are conducted.
- The school’s financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.

**Sustaining and Growing**

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

**Excelling**

- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- Longer-term financial planning is integrated with school planning and implementation processes.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

**Why is this school beyond Delivering?**

Evidence indicates that full curriculum implementation and delivery requirements are met through the school staffing allocation and inclusion of additional school-funded staff (teachers and SLSOs) to meet identified needs. Staff performance and development reviews are conducted to support improved student outcomes and are aligned to the school strategic directions. The school maintains financial and physical resources within the constraints of the school budget, and provides a safe environment that supports student learning. External agencies hire school facilities for a variety of activities which support additional student learning interests and needs.

**Why is this school Sustaining and Growing?**

The school has systems and procedures in place to support professional development of pre-service to experienced teachers for their careers in the classroom.

The school has an explicit policy for the identification and development of aspiring leaders. Milestones have been identified, tracked and monitored to ensure efficient allocation of resources. This supports the achievement of identified products and practices in the school plan. The school has identified and trained key staff to facilitate evidence-based literacy and numeracy programs to support sustainable practice. The school has invested in a wireless network that allows interactive mobile devices and a variety of digital devices to support 21st Century learning.
The learning environment is used flexibly and is supported by the recent establishment of Creative Arts rooms to engage students in music, art and drama. Programs are implemented to meet individual learning needs of gifted students, ATSI students and students with learning difficulties. The school is utilised by the wider community for a variety of purposes including: music tuition, professional learning, before and after school care and a breakfast club.

**Strengthening Practice**

- Engage evaluative thinking strategies to draw on current information and analysis to inform judgements and recommendations.

- Strategically prioritise and allocate physical and human resources to ensure effective support for students with identified needs. This includes students with learning difficulties, gifted students, ATSI students and students from non-English speaking backgrounds.

- Seek to include more diversity from the local and broader community of schools to support the development and delivery of learning.

- Adjust the staffing allocation to optimise the expertise and interest of staff to best address the identified learning needs of all students and utilise funds for the employment of additional staff to support teaching and learning.

- Expand the use of technology to extend and diversify students’ educational opportunities.

**Strengthening Evidence**

- Apply a program logic to determine key external factors that will influence practice.

- Review strategies for gathering community data to ensure the sample size and source provides accurate evidence for self-assessment.

- Utilise a variety of evaluative tools (eg: SWAT analysis, Affinity diagram, photo elicitation) to effectively analyse data and best determine whole school strategies for resourcing the needs identified from the analysis.

**To develop the effective use of school resources, schools could consider:**

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**To excel, the school needs to ensure human resources are maximised to drive whole school improvement. Longitudinal financial planning will need to identify resources required to fulfil the needs of anticipated enrolment trends, projected needs of the school community and an increased percentage of new enrolments with special needs. The school will need to maximise the availability of school facilities to provide positive outcomes for the entire school community and promote the engagement of other community members.**