

Nana Glen Public School

Annual Report



2016



2698

Introduction

The Annual Report for 2016 is provided to the community of **Nana Glen 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.

Mrs Deanie Nicholls

Principal

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School background

School vision statement

At Nana Glen Public School we are pro-active in providing opportunities to inspire and nurture the development of individuals as innovative, informed and creative citizens who are resilient and have a positive self-worth.

The Staff at Nana Glen Public School are innovative, creative and caring educators who are life-long learners, providing quality education and high expectations in a school setting that builds on student capacity, enabling them to engage in the wider community as successful global citizens.

We promote partnerships that support the development and well-being of our students and their families to connect with the wider community, develop personal values and nurture a sense of responsible citizenship.

School context

Nana Glen is a P5 school of 112 students located 25km west of Coffs Harbour in the Orara Valley. The school has strong ties to the Orara Valley Learning Community which consists of the 7 schools within the Valley.

The school has grown 20% since 2014 and is staffed with a P5 principal and a strong staff resource structure to harness the realisation of this plan. There are 5 classroom teachers, one working on a temporary basis in a team teaching capacity with the principal. 2 classroom teachers are permanent and 2 are temporary teachers. For 2015 the school has an AP allocation. We also have a LaST teacher one day a week and a Reading Recovery and RFF Teacher who is also a New Scheme Teacher. We have a General Assistant who works one and a half days, a cleaner every day and a parent run canteen open one day a week.

Our school has a pool which is accessed by all students for our weekly swimming program in terms one and four. The school also has interactive boards and computers in all classrooms.

The school FOEI is 113 for 2014. This is the Family Occupation and Educational Index indicating we are slightly more disadvantaged as compared to other public schools with the state mean being 100.

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 2016 Staff at Nana Glen Public School discussed and continued to gain an understanding of the Schools Excellence Framework, and the implications for monitoring and validating our journey of excellence. Staff dedicated time to weekly professional learning at staff meetings and at term staff development days. The staff also utilised opportunities to work closely with colleagues in the Orara Valley Community of Schools to gain a deeper understanding of differentiation strategies. The purpose of Professional Learning has been to examine the School Plan to determine the elements of the Schools Excellence Framework that best align with the school strategic priorities. Staff evaluated the schools progress and utilised the Schools Excellence Framework to reflect on Best Practice and future directions.

In the domain of Learning, our focus continued to be on Assessment and Reporting. The school has continued to embed an explicit process to collect, analyse and report internal and external performance data. The staff reflected on procedures to ensure that school data was analysed and utilised to drive classroom practice. To ensure all stakeholders had the opportunity to be part of the reflective process, we continued to include and develop student skills to evaluative and reflective learners and continued to encourage parents to provide us with feedback in the form of school based and online surveys. Student reporting practices to parents was also analysed and staff continued to work on improving reporting practices to ensure reports contained information about individual learning achievement and areas for growth, while keeping these practices personal and relevant to individual students. Parent feedback has continued to be positive and supportive.

In the Domain of Teaching, our reflective practice focused on Data Skills and Use. This area enabled staff to be reflective of how data is used to drive their teaching practice. Teachers consistently utilised data analysis in their planning for learning. Assessment processes are utilised consistently, through our whole school data collection processes, to enable teachers to monitor student learning progress and to identify key areas for skill development. In addition, the school leadership team engages the school community in reflecting on student performance data. Our school community feedback data has remained consistently over 70% of our community. This is valued and has assisted us in our analysis of best practice and targeting future directions.

In the domain of Leading, our focus was on Leadership. We continued to build on the engagement with our school community with the support of our P&C.. The Quicksmart program continued to be successful with an increased number of parent volunteer tutors. As a result, parental involvement was instrumental in the improvement of Numeracy results in Stage 3. The Nana Glen community is very positive and reflective about educational provisions and feedback has been reflective of this. The school is highly committed to the development of leadership skills in staff and students with staff actively engaging in the PDP process where collegial dialogue and reflective practices were evident, and staff collegial observation practices increased and were seen as a valuable tool for improvement in best practice. Our school continued to promote student leadership in 2016 with all Stage 3 students attending the GRIP Leadership conference. As a result we saw an increased number of students who were willing and able to apply leadership skills for the application of school captain positions in 2017.

Our self-assessment 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.

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

Strategic Direction 1

Quality Learning Experiences

Purpose

Students to achieve academic progress through; high expectations, quality/innovative learning experiences, building resilience to be independent decision makers.

This Strategic Direction is to promote and ensure students are active in all aspects of the learning process. They need to have an understanding of what and why they are learning and what expectations they need to achieve for on-going improvement.

Our students need resilience, determination, creativity and self-monitoring of their learning.

Overall summary of progress

Through a whole school focus on Quality Learning Experiences, we have seen significant progress. Through a variety of data sources including; Tell Them From Me Survey, NAPLAN, PLAN and Whole School data, staff have utilised results to plan Quality Learning Experiences. This was evident in class programs and results collated.

Staff mapped student progress in PLAN. Through consistent high expectations staff aimed for a minimum goal of one year's growth for one year's learning. Across different data collected we found this was achieved for more than 95% of students with many exceeding this target. Through the consistent implementation of ILP's for all identified students in the schools National Disability Data Collection saw students targeted with individual goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students participate in reflective practices for focus Literacy and Numeracy areas.	All students participated in Learning Intentions and Success criteria strategies to monitor and reflect on their learning in all classrooms, in Literacy and Numeracy	\$23 000 Principal to lead PBL across whole school
All students to demonstrate growth on continuums at stage appropriate markers or ILP targets on the writing continuum by the end of 2017.	Demonstrated growth in student outcomes across Literacy in Writing was evident in whole school and PLAN Data.	Nil
PLAN data monitored and staff reflection on achievements.	100% staff plotted and analysed PLAN data to drive teaching and learning.	Nil
Staff to be inputting markers on PLAN for all Aspects by end 2017.	100% staff successfully plotted data on PLAN, implementing specific markers for Writing, Reading and Comprehension.	Nil

Next Steps

Continue to build on high expectations through quality learning experiences in all KLAs, with a 2017 focus on Numeracy through on-going Staff Professional development. Continued implementation of the Quick Smart program, expanding the number of tutors to ensure all targeted students from year 5/6 will complete the program.

Staff to continue to utilise PLAN data and expand individual marker monitoring from writing to include all areas 2017. L3 training to begin for all classes K-2 in 2017.

Strategic Direction 2

Best Practice

Purpose

Develop a consistently high standard of educational practice, incorporating the professional teaching standards and differentiation of the teaching and learning cycle resulting in best practice.

This Strategic Direction is essential to ensure that all students at Nana Glen Public school are considered as individuals in both their welfare and learning needs.

Staff will be committed to self and school improvement aligned with the teaching standards and improving authentic differentiation opportunities within all classrooms to promote continuous best practice.

Overall summary of progress

Staff evaluations, on-going data collection, collegial sharing and feedback saw much growth in this area. All staff participated in the OVLC Differentiation Project and continued growth in embedding staff knowledge has been achieved. We had two staff participate as leaders in this team to develop Best Practice knowledge and skills, not only at Nana Glen Public School, but also across our Community of Schools.

Writing was a continued focus for 2016 and analysis of data collection demonstrated sustained growth from K–6. A substantial number of student's growth was more than grade expectation. A targeted professional learning program was implemented to develop consistency of teacher judgement. Pre and Post whole school Numeration data collection saw substantial growth of all students from K–6, especially Numeracy data of Stage 3 students participating in the QuickSmart Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
On-going implementation of authentic differentiation practices in class programs.	100% staff participated in OVLC Differentiation project. Significant progress with this target evident in class programs and collegial reflective dialogue.	Nil
Students achieving at or beyond grade expectation in Writing.	Whole school Data and NAPLAN results demonstrated significant improvement in Writing.	Nil
Students achieving at or beyond grade expectation in Numeracy.	Whole School Data demonstrated steady growth from K–6 in Numeracy. Average growth data from year 3 to 5 in Numeracy is 85%.	Nil

Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

From data analysis in writing, staff determined further need for Professional Learning in writing due to change in staffing requirements in 2017, to ensure consistency of teacher judgment in evaluation and analysis.

100% staff to embed Differentiation knowledge in Numeracy in 2017. Staff collegial sharing of expertise and reflective practices to continue in 2017..

Strategic Direction 3

Collaborative Expert Teaching Team

Purpose

Promote current best practice in a collaborative, innovative and respectful learning environment that promotes reflective professional development.

We need this particular Strategic Direction to ensure our staff are provided with current best practice pedagogy and are able to implement this into their classrooms to ensure students at Nana Glen are provided with excellent teaching and learning opportunities.

We wish to not only up-skill staff but also provide the opportunity to be reflective learners, working with peers in the school and across the Orara Valley Learning Community.

Overall summary of progress

Staff engaged in professional learning experiences deepen understanding of the Literacy and Numeracy continuums. All staff utilised individual markers in writing, reading and comprehension to enable greater collegial discussion, sharing and whole school planning.

Through the Performance Development Framework, staff engaged in a reflective process. Regular, effective monitoring and feedback processes were embedded to enable staff to progress in a supportive environment that plans for growth.

Staff engaged in professional learning opportunities, developing understanding of Learning Intention processes to deepen student understanding as reflective learners and implemented a learning intentions practices to illustrate key learning concepts and individual goals. Students are learning to be reflective learners and monitor their own learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Clear, visible, continuous mapping of all students on continuums leading to growth at or above expected benchmark clusters for 100% of students in both Literacy and Numeracy.	100% students now mapped on PLAN data to ensure progress monitored on continuums. Growth has been evident across many areas, especially writing and numeracy.	Nil
Teacher Performance and Development Plan process continued through the support of EI project.	100% staff developed a Performance Development Plan based on Department Policy. Staff developed an understanding of how to best drive their own plans while actively seeking feedback and mentoring as an important part of their development.	\$1 200
On-going implementation of all students participating in learning intention opportunities.	100% staff participated in Professional Learning to increase knowledge. Learning Intention practices have increased across the whole school, and are now evident in all classrooms.	Nil

Next Steps

All Staff to continue to develop reflective practices through PDP requirements, to give & receive authentic collegial feedback through classroom observation & collegial sharing, aligned to the Australian Professional Standards for Teachers. Continued focus on learning intention practices to deepen both staff & student understanding. Mapping & analysis of student achievement on Literacy & Numeracy Continuums to monitor growth.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have an Individual Learning Plan (ILP) and students are making progress across Literacy and Numeracy continuums. Our Aboriginal students are demonstrating growth at or above levels achieved by non-Aboriginal students.</p> <p>Differentiated Learning to cater for students.</p> <p>NAIDOC Celebrations were shared across the school and a whole school display is in school foyer.</p> <p>In class SLSO support provided for all Aboriginal students K–6 in line with individual student PLP's.</p>	\$9 691
English language proficiency	In class SLSO support provided to support English Language Proficiency needs in line with individual students ILP's.	\$2 737
Low level adjustment for disability	In class support provided for targeted students to support in class programs and ILP/PLP goals. Targeted students established through Disability Data Collection, School Data Collection, and Learning Support referrals.	\$9 094
Socio-economic background	<p>The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.</p> <p>In Class SLSO support provided.</p> <p>Staffing provided to pilot stage one of PBL initiative.</p>	\$23 010

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	47	43	58	62
Girls	47	41	59	58

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	92.6	91.9	93.8
1	92.9	93.6	92.3	92.9
2	92.2	94.1	91.5	94.9
3	93	95.3	94.7	94.4
4	94.2	92.9	92	95.3
5	94.3	95.7	90.9	90.5
6	91.2	96	92.5	94.3
All Years	93	94.2	92.2	93.5
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

Management of non-attendance

Student attendance rates at Nana Glen Public is very close to the expected state average, and has remained consistently high since 2013.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

*Full Time Equivalent

There are no staff at Nana Glen Public School who identify themselves as Aboriginal.

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

Professional learning and teacher accreditation

Professional Learning and teacher accreditation was undertaken by staff at Nana Glen Public School in 2016. One staff member was successful in obtaining an executive position. All staff continued to deepen their knowledge of the new Mathematics and English Syllabus while also applying professional learning time to the History and Geography syllabus. 100% staff participated in Professional Learning opportunities with the OVLC on Differentiation with two staff members leading as mentors. 100% staff participated in professional Learning on differentiating writing instruction K–6 in line with our strategic directions. 100% staff also participated in professional learning on Learning Intentions and Success Criteria and implemented these strategies into all classrooms. Our Kindergarten teacher completed one year of L3 training and successfully implemented this program into classroom practice. Staff will continue to work on these two projects in 2017 and will extend the L3 initiative to all classes in K–2.

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

Financial information

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

Income	\$
Balance brought forward	37 868.63
Global funds	138 083.39
Tied funds	123 476.20
School & community sources	62 209.76
Interest	2 123.70
Trust receipts	5 646.35
Canteen	0.00
Total income	369 408.03
Expenditure	
Teaching & learning	
Key learning areas	4 267.01
Excursions	15 263.60
Extracurricular dissections	22 067.29
Library	1 204.34
Training & development	1 103.90
Tied funds	107 058.34
Short term relief	17 689.31
Administration & office	58 920.84
School-operated canteen	0.00
Utilities	16 328.17
Maintenance	5 590.41
Trust accounts	5 548.22
Capital programs	11 390.00
Total expenditure	266 431.43
Balance carried forward	102 976.60

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.

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.

Parent/caregiver, student, teacher satisfaction

Each year Nana Glen Public School seeks the opinions of parents, students and teachers about the school.

In 2016 the school collected data from a variety of sources. Opinions were sought from students, teachers and parents about the school. Their responses are presented below:

- There continues to be an overwhelming positive response from parents. Overall, parents feel the school is working hard to improve best practice for students, school reports provide clear feedback on student progress, the school has strong communication practices to keep parents informed and all parents felt welcome at the school. Parent participation in targeted areas as well as school functions continued to increase in 2016.
- Students felt that they were supported in their learning and could approach their teachers to support them, their opinions were valued and they enjoyed the

Policy requirements

Aboriginal education

All classes implement Aboriginal Perspectives and Syllabus Outcomes into class programs and activities. Our NAIDOC week celebrations were very successful with students participating in whole class and group activities. Students had the opportunity to deepen their understanding of our local Aboriginal Community through a local perspective.

This year, the school received Aboriginal background funding. Our plan included: Implementation of ILP's for all Aboriginal Students, Differentiated Learning opportunities to cater for Individual student needs, and in class support to cater for individual needs of students.

In addition, our Aboriginal students consulted their

families and elders to write our Acknowledgement to Country to ensure it related to their local country. Our students were very proud to do this.

Multicultural and anti-racism education

All classes implement Multicultural Perspectives and syllabus outcomes into class programs and learning activities. Students from 3–6 participated in the Premiers Multicultural Peaking Competition where they wrote and presented their speeches from the Multicultural topics assigned to Stage 2 and 3. Four students represented the school at the Regional public speaking competition. One student went on to the next level. All students did an outstanding job.